The Catalog of Kirkland College 1976–1977

Kirkland College does not discriminate on the basis of race, color, religion, national or ethnic origin, or gender in employment or in the administration of any program or policy, with the exception of admission to candidacy for the degree, which is limited to women. Kirkland admits students of any race, color, religion, and national or ethnic origin.

Inquiries regarding the application of Title IX at Kirkland College should be addressed to the Director of Institutional Affairs at the college or to the Director of the Office of Civil Rights of the Department of Health, Education, and Welfare.

The Catalog of Kirkland College 1976–1977

Insofar as possible, this catalog is complete and accurate as of the date of publication. However, changes of fact and policy are likely during the normal course of the school year, and it is recommended that inquiries for current information be made at the appropriate offices of the college.

Clinton, New York 13323
August 1976

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introduction

The student interested in enrolling at Kirkland College should bear in mind three things: its educational philosophy, the structure which has emerged as an expression of that philosophy, and the fact that ours is a close coordinate relationship with Hamilton College.

We explore admission credentials for evidence of successful work of good quality and for evidence that the applicant has the ability and the practice necessary to organize and direct her own studies in and out of the classroom. On the basis of these qualifications, it is the first educational assumption of the college that such students can and should assume a major responsibility for their own education.

We urge students to consider, before coming to Kirkland, their reasons for pursuing higher education. Four years at college is an expensive way, in terms of money and human resources, to fulfill a sense of obligation to parents, to find a compatible mate, or to stay out of the labor market.

Further, a student considering Kirkland should understand that a liberal arts college is not designed to satisfy short-range vocational goals—even though it may often do so. The "payoff" for the liberal arts is long-range and often internal. It manifests itself in the quality of mind, the value systems, and at its best, in the ways in which the elements of private lives and public works are integrated in a single person.

Once at Kirkland, we ask, in a number of ways, that students constantly evaluate their chosen course of study, justifying it both to themselves and to the Faculty. Means are available (through independent study, student-initiated courses, work/study, and other programs) for students to investigate almost any aspect of knowledge in almost any responsible manner. The extent to which the student may wish to diverge from traditional modes of teaching and learning will

depend largely on her ability to use the resources, human and programmatic, available to her at the college.

Kirkland accepts as its goal the development of the highest potential available within its students. We do not believe that our mission is to produce a particular category of professional types, nor is it our mission to produce a particular category of ideal person. We recognize that students come to us as individuals, and we are determined that they be educated as individuals, emerging from the college with that individuality strengthened and intact. We hope to graduate individuals who have achieved the mental and emotional autonomy required to live and work in a changing world and the ability to synthesize the demands of the heart and of the mind.

We believe in the ideal that an academic community is, at its best, a community of learners, some more experienced than others, who mutually explore subjects of interest to them. This belief affects the way in which we teach and the way in which our program is designed. The Faculty possesses special competence in a variety of academic disciplines and possesses, as well, the skills of ordering and of learning which, in themselves, will form one of the major transmitted elements in the undergraduate educational experience.

In their role as advisers as well as in their role as teachers, the Faculty will be involved not only with content but with method, not only with theory but with practice. They will urge the incoming student to exploration and, when interest and timing are right, they will assist her in the design of the more concentrated work of the junior and senior years.

Most classes at Kirkland are limited to no more than twenty students, although when the educational goals of the course are better served by a larger or a smaller group, variations are possible. Each Faculty member understands that his or her job extends beyond the formal classroom presentation; regular individual conferences are expected to provide each student with a context in which her specific interests and abilities can be directly addressed.

In keeping with our educational philosophy, we use a Credit/No Credit assessment of the student's work in each course, and a detailed written evaluation of her efforts and her accomplishments is given at the end of each semester of work. Evaluation is considered a part of the learning process, in which the student is made aware of her individual growth as well as her comparative mastery of an undertaking.

The college has structured its curriculum and the Faculty according to major divisions of knowledge and without departments defined by academic discipline. Course offerings are sponsored by the Humanities, Social Sciences, Sciences, and Arts Divisions.

The college tries to reduce the sometimes arbitrary distinction between the abstract, historical matters dealt with in the classroom and the concrete ways in which those same matters are confronted in our daily lives. College students tend to encounter new academic challenges at precisely the moment when questions of personal definition and action must also be faced. We believe that it is the role of the college community to recognize the strong relationship between personal growth and the exercise of intellectual and creative capabilities.

Governance of the college community reflects our commitment to the mature student. Early in its history, the college created the Kirkland Assembly as a form of representative self-government for the community of students, Faculty, and administration. The committees of this student/Faculty body discuss and present various recommendations of both academic and noncurricular matters to the Assembly for action. Participation in the governance of the college exacts a high price in terms of time and energy from Faculty and students, yet such involvement can be another major dimension of the educational experience.

A student entering Kirkland will find that she is at two schools, not just one. Hamilton College, our distinguished coordinate partner, is directly across the road from the Kirkland campus. Our new joint library is on the Hamilton campus, as is the Business Office, the student center, the bookstore, and the health center. More important, there is available to the Kirkland student all the academic resources of this college of 950 men, just as Kirkland's classes are available to Hamilton students.

Although the two colleges seek the same goal—an excellent liberal arts education for their undergraduates—the methods and attitudes, while overlapping, are sometimes quite different. The result is a richness and variety in both academic and social life which directly benefits students. We do not duplicate our offerings; rather, we draw strength from their diversity and a liveliness from their comparison which would not be possible in a single institution.

As Kirkland enters the second decade of its formal existence, it is undergoing a thorough self-evaluation. Our findings indicate that the basic philosophy and the coordinate relationship have grown stronger and have been proved by experience to be the effective system our founders hoped for—a strong basis for Kirkland's future in the next quarter of the century.

History

Kirkland College opened in September, 1968, as the first independent women's college to be founded in the East since 1926.

In 1961, Robert W. McEwen, fourteenth President of Hamilton College, initiated a study of ways to expand his college to meet modern educational needs without sacrificing Hamilton's all-important human scale—its moderate size and its favorable student-Faculty ratio. With a committee of the Hamilton trustees and Faculty, he perceived that the best way to achieve these goals was to establish several cooperating undergraduate colleges clustered near Hamilton, each independent, each coordinate with the others, and each clearly attuned to teaching as its primary responsibility. Each college would have its own administration, Faculty, campus, and board of trustees. Common to all would be business and purchasing offices, buildings and grounds maintenance, health services, several special-purpose buildings, and the library: books, building, and technical services.

In recommending the cluster plan, the Hamilton trustee committee, headed by Walter Beinecke, Jr.—later first Chairman of Kirkland's Board of Trustees—proposed that the first member college in the cluster be a liberal arts college for women. They envisioned a new institution which would answer as completely as possible the intellectual and personal needs of women in the second half of the twentieth century. President Emeritus Millicent C. McIntosh of Barnard College accepted the chair of a committee of distinguished educators which next examined the question of how the new college would meet those needs. From the outset, the members of this committee stressed the fact that they should confine their discussions to the needs of academically superior young women who would be the intellectual equals of Hamilton students. Out of the investigations and discussions of the McIntosh Committee came the foundations on which subsequent Kirkland plans have rested.

The college takes its name from a local township. In naming Kirkland, however, the trustees also honored Samuel Kirkland, a missionary who in 1766 came to the Clinton area to live among the Oneida Indians. There, he later founded an academy to educate white and Indian youth, and in 1793, with the help of Alexander Hamilton, Kirkland chartered his school as Hamilton-Oneida Academy, which in 1812 became Hamilton College.

Kirkland College was first granted a provisional charter by the Board of Regents of the State University of New York in 1965; in June of 1967, the Charter was made absolute. The first students matriculated in September of the following year, and Kirkland added a class each year until it graduated its charter class on May 25, 1972. In December of 1972, Kirkland was accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

A Note to Prospective Students and Their Parents

Kirkland College carries on its official business directly with the student whenever possible. Evaluation reports concerning academic work are sent directly to the student. College bills are addressed directly to the student as an indication of her personal and independent status. Any student accepting admission to the college must realize that she will have the responsibility which such status implies, and the parents of students at Kirkland should be aware that it will be the student's role to keep her parents informed of her personal progress at the college.

In the event of emergency, the college will notify the student's family, and should a student be separated from the college for any reason, the college reserves the right to require the student to communicate with her parents or guardian. Normally, however, the student is our first concern and primary point of contact in all matters.

academic information

CURRICULUM

Coordinate Curricula

No college of Kirkland's size could hope to offer the number and variety of courses which formal knowledge now requires. Indeed, Kirkland has come into being, in part, in response to the recognition of this fact by Hamilton College. The curricula of the two colleges are designed to complement each other, bringing to the joint community a combined range and diversity of courses beyond the reach of either partner acting individually. This mutually beneficial relationship is enriched by the fact that each institution has its own distinctive features, orientation, and style. Students at Kirkland and Hamilton may register for courses at either college and should consult the course listings of the two colleges in planning their programs. Students at both colleges are urged to take full advantage of the coordinate curricula.

On-going consultation between Kirkland and Hamilton students, Faculty members, and administrators enables both colleges to derive maximum benefit from this coordinate relationship. In addition, representatives of each Faculty attend Faculty meetings of the other

college as observers, and a variety of joint committees provides opportunities for more formal discussion of specific matters of common concern.

The Kirkland Curriculum: An Interdisciplinary Focus

Knowledge is not compartmentalized but is forever generating adjacent facts and tangential understandings. Kirkland believes that an interdisciplinary focus to the curriculum best reflects the continuity and relatedness of knowledge, which students should learn to perceive. Thus the divisional organization of the Kirkland Faculty is itself a statement of educational priorities. This organization of the Faculty into the Arts, the Humanities, the Sciences, and the Social Sciences Divisions is a direct consequence of Kirkland's interdisciplinary philosophy. Faculty members are grouped largely by the cognate nature of their respective disciplines, so that the divisional organization serves to unite and integrate the Faculty, rather than to separate them in their search for a total intellectual experience that is challenging and responsive to student needs.

EVALUATION

Instructor's Final Report

Instructors are prepared to give, and a student is expected to seek, advice and counsel concerning her academic performance. In this way, each student can be helped to assess her academic progress and to attain her academic goals with maximum directness and satisfaction—and with a minimum of the kind of pressure by which traditional grading systems often produce self-destructive academic competition. At Kirkland, a student's formal record indicates "Credit" or "No Credit" for each course taken, and each student receives written evaluations of the quality of her work from each of her Kirkland instructors at the end of each semester or at the end of the unit of work. These evaluations are sent directly to the student. While copies are not sent to parents by the college, it is expected that students, as a matter of course, will share these reports with their parents. The student's transcript and copies of all her evaluations are kept in the Office of the Registrar (see "Transcript" section, page 21).

The following statement on evaluation outlines Kirkland's policy:

(1) Each instructor shall be the sole judge of the quality of student work done in fulfillment of requirements for his or her course.

(2) It shall be the instructor's responsibility to state clearly in the catalog description the aims of the course, giving specific notice of the ways in which student work shall be judged. The instructor shall be responsible for eliciting evidence of the student's progress and understanding, consonant with the college's expressed aim to elimi-

nate the use of the final exam as a convenient, short-cut, evaluative device. Pedagogical techniques will vary from instructor to instructor and from subject to subject, but it is the college's aim to evaluate progress and skill rather than to develop good test-takers.

(3) During the course of each term, it is the student's responsibility to consult with the instructor about the quality of her work. This is partially to ensure that no student be surprised by the nature of her final evaluative comments. Further, the Office of Academic Affairs will be notified as soon as it becomes evident that a student's performance in a course may lead to a No Credit. The Dean of Academic Affairs will inform the student's adviser. In the case of a first-semester freshman, the Dean of Academic Affairs may ask the student to inform her parents.

(4) Having determined by suitable means the extent to which a given student has accomplished the aims of the course, the instructor will then write an evaluation or comment. The primary purpose of such an evaluation is to inform the student, in writing, of the quality of her performance in the course. The instructor will signify whether credit has been earned.

(5) The notation "Credit" denotes the successful completion of the aims of the course as determined by the instructor.

(6) "No Credit" is assigned when, for whatever reason, the instructor judges that the aims of the course have not been met.

(7) "Incomplete" is recorded on a student's transcript only if she has failed to complete the work for a course due to illness or unusual circumstance. There is a standard policy under which incomplete work will be due no later than four weeks after the end of the semester. Under extraordinary circumstances, a Faculty member and a student may agree to enter into a contract under which the work would be completed by a time of their own choosing. It is the student's responsibility to request an Incomplete before the semester's end. It is the instructor's prerogative to grant or deny a request for an Incomplete.

(8) "WD" (withdrew from course) is recorded on a student's transcript when a "Course Change Form" is filed after the first eight weeks of the semester. If a course is dropped without filing a "Course Change Form" with the required signatures, "No Credit" is recorded (see "Course Changes" section, page 19).

(9) The college supports the Faculty member in his or her professional judgments as rendered.

In the event that a student does not agree with the judgment of the Faculty member, an informal discussion of the differences between the Faculty member and the student is appropriate. If after such informal exchange, the student still does not understand the basis of

the Faculty member's judgment, the matter may be referred to the Dean of Academic Affairs, who will provide the student with the opportunity to add to her academic file her own statement of the matter.

This administrative process is applicable when the issue concerns the professional judgment rendered. In the event that there is an allegation of discrimination, the student is referred to the grievance procedures of Kirkland's Human Rights Commission. It should be noted that the first charge to the commission, according to these grievance procedures, is the determination of whether or not grounds for such an allegation of discrimination exist. In the event that the commission does not find evident grounds, the matter will be handled by the administrative procedure outlined above. In the event that the Human Rights Commission determines that grounds for the allegation do exist, the remaining steps as outlined in the "Kirkland College Statement on Grievance Procedures," November 1975, will be followed.

Class Attendance

It is an assumption of the college that regular attendance at class, and the consequent contact with Faculty members and with fellow students, is a major means by which the academic program is accomplished. It is a further assumption that a student's failure to attend classes will therefore result in her failure to receive all that the college can offer her, and will seriously impair her ability to learn all that the course is designed to convey.

Because Kirkland's educational philosophy is based on the view that motivated undergraduates will wish to make the most of available academic programs, Kirkland places full responsibility for class attendance upon the student.

The college does not require class attendance; however, regular class attendance may be a requirement of particular courses, where the evidence for evaluation of students' performance comes primarily from classroom activities. Except where attendance is a stated course requirement, persistent absence from class cannot, in itself, be the basis for a No Credit evaluation. However, it is an assumption of the college that a student's avoidance of contact with her fellow students, and with Faculty members in classes, will affect adversely her ability to achieve the objectives of the course. Poor attendance thus carries its own penalties in its effects on the student's academic performance.

Examinations

Kirkland discourages the use of the final examination as the major

determinant of a student's success in a course. Some instructors will, however, use in-class tests and examinations as part of the process of evaluating students' performance. Students should therefore expect to produce evidence of their skills and progress in a variety of ways, such as class participation, projects, performances, exhibitions, essays, and examinations.

Academic Standing

At the end of each term, the Committee on Academic Standing reviews the records of students in academic difficulty and recommends appropriate action. In particular, the committee considers the records of students who have received No Credit, two or more Incompletes, or whose work is identified as marginal by instructors or advisers. The committee generally responds with a letter of concern, warning, probation, or dismissal. Each case is handled individually, but common procedure is to send a letter of warning the semester before requesting that a student take a leave of absence. The student has the right to petition the Committee on Academic Standing for a reversal of its decision, even if the committee has requested that the student leave school.

Students in academic difficulty are encouraged to consult their instructors and adviser. The Dean of Academic Affairs and the Assistant Dean of Academic Affairs are also available for consultation on academic problems.

Student Evaluation of Courses and Instruction

Each semester, a questionnaire is distributed to students in every Kirkland course. This survey of student opinion is conducted in order to evaluate the quality of courses and instruction at Kirkland. The questionnaire was drawn up by the Standing Committee on Academic and Curricular Affairs, and Assembly legislation requires that each student complete and submit an evaluation of each course before she or he can receive an evaluation or grade for that course. The questionnaires are confidential and strictly anonymous; students are urged to complete them thoroughly and thoughtfully. The results of the survey are used:

(1) To aid instructors in the improvement of their instruction and course offerings.

(2) To encourage student thought and concern about teaching, learning, and their own educational objectives.

(3) To provide the college with student evaluations of teaching effectiveness, to be used with other information in making decisions of promotion, reappointment, and tenure.

Academic Honesty

Kirkland expects academic honesty from all students. The following statements define Kirkland policy in this regard:

1. The Kirkland College *Faculty Handbook* stipulates that: "Students are to be evaluated on the basis of the work they have actually done. Work that has been plagiarized has, by definition, not been done by the student and cannot be evaluated by the instructor for purposes of credit or no credit. Plagiarized work does not fulfill the requirements of a course."

2. The Kirkland College Judiciary Board defines plagiarism "as the use of any information that is not general knowledge without crediting its source. Sources can include: books, papers written by anyone else, editorials, opinions, reference articles, any media, etc. Paraphrasing of other than general knowledge must be cited and credited as well.

"One paper cannot be submitted concurrently to two professors without consent of both professors. The reuse of *any* previously written original material or fraction thereof must first be approved by the professor."

The Judiciary Board urges that all cases of plagiarism be brought directly to the board, and this should be the normal procedure. However, when the Faculty member feels that resolution of a case between the student and Faculty member alone is in the student's best interest, such a resolution is allowable. Should either party consider such a resolution unsatisfactory, he or she may bring the case to the board for review.

"The Judiciary Board adjudicates cases of alleged plagiarism and its decisions, upon approval by the President, are final and binding. All procedures for plagiarism cases also apply to cases of alleged cheating."

These regulations and procedures apply to Kirkland students in all courses at both Kirkland College and Hamilton College.

ACADEMIC ADVISING

The Academic Adviser

Every entering student is assigned a Faculty adviser with whom she may consult on all aspects of her academic program. The role of the initial adviser is to help the new student begin to shape her own education by advising her about academic possibilities and helping her to assess her own abilities and goals. The adviser's approval of course selections, concentration proposals, Winter Study proposals,

alternative study options, summer study, and senior project proposals is required. Normally, continuity of advising is to the student's advantage, and often a student will have the same adviser for the first two years. A student is always free to request a new Faculty adviser when the situation warrants. She should receive the permission of her new Faculty adviser before making such a change and file the appropriate form with the Office of Academic Affairs so that the new adviser will receive the student's advising folder.

When a student has decided on her field of concentration, she will select a Faculty adviser in that field. By preregistration preceding her junior year, every student should have a Kirkland academic adviser who teaches, or has substantial background, in the student's chosen field of concentration. For specific concentration guidelines, see the "Field of Concentration" section, page 17.

Conferences

Individual meetings between a student and her instructors play an essential role at Kirkland. Each student is urged to arrange such conferences with course instructors, Faculty advisers, and with college officials about concerns affecting her Kirkland education.

In particular, students are expected to confer with the appropriate dean before initiating leaves of absence, and every student must obtain her Faculty adviser's approval on a number of specific occasions: before registration each term, before declaring a field of concentration, and before deciding on a change of program or proposing an alternative study (e.g., independent study, summer study, study abroad, work/study, or field work). Every student is also urged to consult with her Faculty adviser about more general questions related to her academic goals and development.

Conferences with course instructors, which provide students with constructive criticism, guidance, and help throughout the semester, constitute an important part of a Kirkland education. The college expects students and instructors to arrange at least two conferences a semester for each course in order to discuss the quality of the work being done. These conferences should be such that no student will be unduly surprised by the nature of her final evaluation in the course. Students should take the initiative in requesting conferences whenever they feel it is necessary.

The Academic Program

DEGREE REQUIREMENTS. Every candidate for the B.A. degree is required to complete successfully 35 course units, of which one *must,* and a maximum of three *may,* be Kirkland Winter Study *projects.* (See "Winter Study" section, page 27.) To be eligible for a

Kirkland degree, each student must also fulfill all requirements for her concentration, including a senior project. All students, including transfer students, must, while registered at Kirkland, complete 17 course units, one of which must be a Kirkland Winter Study project.

TERM OF STUDY. The normal period of study is four years; any student who wishes to accelerate, or who requires more than four years, should make appropriate arrangements with her Faculty adviser and the Assistant Dean of Academic Affairs.

COURSE LOAD. Kirkland College and Hamilton College have adopted a coordinate 4-1-4 academic calendar comprised of a fall semester, a winter term, and a spring semester. The normal course load for full-time students is four courses per semester. With her adviser's permission, a student may elect a fifth course during a regular semester. There is a fee for all overelections except the first one, and except for certain courses in music performance, which can be elected above the normal four-course load without special fee (see "Special Fees" section, page 173).

A student who is registered for fewer than three courses is considered a part-time student. A part-time student must obtain prior approval from her adviser and the Assistant Dean of Academic Affairs for each semester of part-time study.

A student may audit a course with her adviser's approval and the instructor's written permission. An audit is a specific arrangement between a Faculty member and a student. The Faculty member is not expected to evaluate written work for a student who is registered for an audit. A special fee is charged for an audit recorded on the student's transcript. (See "Special Fees" section, page 173.)

RESIDENCE. All students, including transfer students, must be in residence at least two years to qualify for a Kirkland degree. All full-time students are expected to live on campus. A student not in residence, who is taking a full program for credit off-campus, must be on academic leave of absence to qualify for transfer credit on her return. If a student wishes to take a leave for personal reasons, she takes a nonacademic leave of absence (see "Leaves of Absence" section, page 18).

Part-time students taking two courses are required to live on campus and be counted in the meal service number, unless exempted by the Office of Student Affairs. Students taking only one course on a part-time basis may live off-campus without special permission.

Please note: the college makes a distinction between academic residence requirements and dormitory residence requirements. For dormitory residence requirements, see page 158.

LANGUAGE REQUIREMENTS AND TESTS. Recommendations for

the study of foreign languages are set by each of the four divisions and vary from one to another (see specific statements under Arts, Humanities, Sciences, and Social Sciences). Students wishing to take work above the elementary level in foreign languages at Hamilton College (French, Spanish, Russian, and German) are advised to take Hamilton Language Placement Exams offered in the fall of every academic year.

Field of Concentration

In the spring semester of her sophomore year, each student must develop, in consultation with her adviser and other Faculty members of her own choosing, a written proposal for her concentration. This proposal should contain an explicit definition of the substantive nature of the proposed concentration, its rationale, and a tentative list of courses and other studies related to the program. It is up to the student and her adviser to determine the specific manner in which the requirements of a concentration will be met, within the context of the type of concentration desired by the student.

There are three types of concentrations open to all students:

(1) The self-designed concentration that may cut across traditional academic areas within or between divisions, and which is intellectually coherent and responsive to the student's educational goals.

(2) The division-sponsored concentration in any of the traditional disciplines, or in an interdisciplinary program defined by a Faculty member and approved by the division concerned. Specific requirements for such concentrations are given in the course listings for each division.

Occasionally a student may propose a double concentration, in which case all requirements for each concentration must be met. An adviser from each discipline must approve the senior project.

(3) A designated interdisciplinary program with a distinct focus and definition, including specific procedures and requirements; the concentration in American Studies falls within this category.

It is the responsibility of the student and her adviser to consult as wide a range of Faculty members as necessary in order to facilitate attaining the student's educational goals. The following are general guidelines for the choice of a concentration adviser:

(1) If the area of concentration is part of a discipline taught at Kirkland, the adviser will be a Faculty member teaching in that discipline.

(2) If the area of concentration is not part of the Kirkland curriculum, the adviser will be a Kirkland Faculty member specially designated by the Dean of Academic Affairs to supervise programs in that area.

(3) If the concentration is interdisciplinary, the adviser will be a Kirkland Faculty member teaching in one of the disciplines. The adviser, as a matter of course, will consult with a representative or representatives of the other disciplines involved.

(4) If the concentration is student-initiated, the adviser will be a Kirkland Faculty member whose training and interest in the area concerned are such as to make him or her generally qualified to advise in that area. The student and her adviser will consult with appropriate Faculty members in cognate fields.

Senior Project

The senior project (one or two semesters, or possibly one semester for two credits, depending on the scope and intent of the project and the usual practice of the division of concentration) serves as the culmination of the student's academic program. It should give evidence of the student's competence in one or more disciplines, and of her ability to work independently and to communicate clearly and effectively. The student and her adviser should plan a project which reflects her major interests and the objectives of the student's area of concentration in the most appropriate form.

For a senior project carrying one credit and of one semester's duration, the student should submit a written proposal to her adviser two weeks before the end of the semester preceding the start of the project. For a spring semester senior project, the student should receive divisional approval by February 15. The senior project is to be completed by May 1 of the student's final year for spring graduation. A student expecting to graduate in August or January should consult with her adviser about a timetable for her proposal, divisional approval, and completion of her senior project.

For a two-credit senior project, of two semesters' duration, the student should submit a written proposal to her adviser for divisional approval during the first week of the first semester in which the project begins. A student contemplating a two semester senior project may want to consult with her adviser in the spring of her junior year.

Academic Status, Records and Regulations

LEAVES OF ABSENCE. Leaves should be planned for one, or at the most two semesters at a time; leaves during the sophomore or junior year are usually most advisable. It is best for the student to plan leaves of absence so that she is on campus for her last two semesters. Students on leave should keep in contact with their advisers and the Office of Academic Affairs. Prior approval for any leave of absence is required; it can be obtained by filing the appropriate request form

which has been signed by the Faculty adviser (see below).

(1) Academic Leave of Absence. A student undertaking an off-campus program for the equivalent of three or more Kirkland credits is considered on academic leave. A request for an academic leave of absence must include a full description of the off-campus program and requires the prior approval of both the student's adviser and the Assistant Dean of Academic Affairs.

(2) Nonacademic Leave of Absence. A leave for personal reasons is considered non-academic, although credit for part-time courses may be transferred, upon completion, with the prior approval of the Faculty adviser and the Assistant Dean of Academic Affairs. A request for a nonacademic leave of absence should include a statement of the student's plans for her time away and be signed by the student, her adviser, and the Dean of Student Affairs.

(3) Required Leave of Absence. A student may be required to take a leave of absence upon recommendation of the Committee on Academic Standing. The student's return to Kirkland is contingent upon the committee's approval of her petition for readmission. The Committee on Academic Standing may specify conditions to be satisfied prior to approval of a request to return. Such conditions may include informal reports from the student or formal evidence of work or study completed successfully elsewhere.

WITHDRAWAL FROM THE COLLEGE. Withdrawal from Kirkland is defined as the termination of the student's present academic status without prejudice. A student who is considering withdrawing from the college should consult with her Faculty adviser and with a counselor in the Office of Academic Affairs or the Office of Student Affairs. A student on leave of absence who decides not to return to Kirkland should file an official notification of withdrawal. Students who have withdrawn must contact the Office of Academic Affairs before their records can be reactivated; readmission may require academic review.

ACCELERATION. A student who wishes to accelerate must consult with her Faculty adviser and the Assistant Dean of Academic Affairs. A special form, "Plan to Accelerate," should be filed with the Office of Academic Affairs.

For sophomore status, a student must have earned at least 6 Kirkland credits; junior status requires at least 14 credits; senior status, at least 22 credits (see also "Degree Requirements" section, page 15).

COURSE CHANGES. A course may be added during the first ten calendar days of the semester. The "Course Change Form" requires the signature of the instructor and Faculty adviser.

A course may be dropped within the first eight weeks of the semester without becoming a part of the student's permanent record. A "Course Change Form" requires the signature of the Faculty adviser and the instructor. A course dropped after the first eight weeks is recorded on the student's transcript as a "WD" (withdrew from course). If a student unilaterally drops a course without filing the "Course Change Form" with the required signatures, a "No Credit" is recorded.

TRANSFER CREDIT. Students who wish to transfer credit for courses taken at other accredited institutions to apply to the Kirkland degree, must submit an official transcript of work completed, to be evaluated by the Dean of Academic Affairs. Credit will usually be granted for courses in which the student received a grade of "C" or better. Students offering transfer credit must fulfill all graduation requirements (see "Degree Requirements" section, page 15).

When a Kirkland student wishes to take courses at another college for transfer credit, she must obtain her adviser's prior approval for the specific courses to be taken. Normally, such off-campus study will be undertaken during the summer or on academic leave of absence, in which case the specific courses must be approved in advance by both the student's adviser and the Assistant Dean of Academic Affairs (see "Off-Campus Study" section, page 26).

Once a transcript of successfully completed off-campus study is submitted, each course offered for transfer must be evaluated individually to determine equivalent Kirkland credit. A Kirkland "course unit" equals a four-semester-hour course. A full semester at Kirkland is four courses and equals 16 semester-hours. Therefore, a student wishing to transfer a full semester's credit to Kirkland should present a full semester's credit from institutions using the semester system, i.e., 4 four-semester-hour courses or at least 5 three-semester-hour courses. A full term at an institution using the quarter or trimester system usually transfers as two-thirds of a full Kirkland semester. A student must take at least two quarter terms to acquire sufficient credits for one full Kirkland semester, and may apply surplus credits only in full course units. Credit equal to a full year at Kirkland would require the equivalent of 9 Kirkland course units.

1 or 2 three- or four-semester-hour courses, taken elsewhere on a part-time or summer session basis, may be transferred as equivalent to full Kirkland course units. Ordinarily, requests for transfer of part-time or summer credits will be granted up to a total of four such transfer credits.

SUMMER STUDY. Transfer credit for summer school courses taken at accredited institutions requires prior approval from the student's adviser and the Assistant Dean of Academic Affairs for the specific courses to be taken (see above).

Normally, a junior or senior should not plan to take introductory courses in summer school, unless the specific courses will contribute significantly to her educational goals and will complement her Kirkland program. The maximum credit which can be earned in one summer is two Kirkland credits.

CREDIT BY EXAMINATION. Kirkland credit may be awarded for AP, CLEP, and CPE examinations in liberal arts subjects, provided the scores are within the range approved by the college (usually 4 or 5 on the AP; 80th percentile on other examinations).

No more than four AP credits will be accepted; no more than eight credits will be accepted for any combination of outside tests. Ordinarily, courses taken at a college while the student is in high school, can be offered *either* for high school *or* for college credit, but not for both.

TRANSCRIPT. The Kirkland transcript is the formal record of each student's academic performance at Kirkland. The transcript records "Credit" or "No Credit" for all courses taken at Kirkland or Hamilton, and credit accepted for transfer from other institutions. The transcript records "WD" for courses officially dropped after the first eight weeks of the semester. "Incomplete" is recorded *temporarily,* if a student has been given prior permission to complete work for a course after the close of the semester.

Because this formal record indicates only "Credit," "No Credit" or "WD," Kirkland students needing transcripts often request that the Registrar send a supplementary packet of evaluations along with the transcript. Course evaluations are the legal property of the student, and she may indicate whatever use or selection of these evaluations she wishes. However, the college strongly advises students to consider the rationale of any such selection, in order that the most effective use possible is achieved. For example, there may be purposes for which all evaluations are significant; in other situations, the student is best served by selecting the evaluations of her concentration work, or of the courses taken during her last two years at Kirkland.

A letter from the Registrar explaining Kirkland's evaluation system accompanies each transcript. A special letter from the Dean of Academic Affairs is sent for seniors applying for graduate study.

GRADE TRANSLATION. Kirkland's educational philosophy is expressed in its system of designating "Credit" or "No Credit" accompanied by detailed written evaluations. The Office of Academic Affairs is responsible for interpreting this policy to other institutions and to prospective employers.

Since the college does not wish its policy and practices to penalize students as they seek employment or graduate or transfer admission,

Kirkland has occasionally found it necessary to approve a request for traditional letter grades as a supplement to the Kirkland transcript and evaluations. However, this change is made only after ascertaining that the other institution's policy requires a grade translation. Grade translations are regularly approved for students who have applied to The Law School Data Assembly Service (LSDAS) or The Medical College Admission Test (MCAT). Requests for such grade translations for medical and law school applicants must be made through the Office of Academic Affairs.

Grade translations are not ordinarily done for other reasons. If a student who has applied for graduate study or for transfer admission has a question about a particular school's response to Kirkland's evaluation system, she should consult the Office of Academic Affairs. The Dean of Academic Affairs will make a personal contact with the appropriate admissions representative on behalf of the student. If the school then sends a written request for grades, Faculty members are notified, via the Registrar and the Office of Academic Affairs, that the student requires grades. *All* requests for grade translations must be made through the Office of Academic Affairs.

ACCESS TO STUDENT RECORDS. Kirkland College has adopted policies which guarantee student's rights, reflect the college's basic philosophy, and comply with the Family Educational Rights and Privacy Act of 1974. The following statements outline the college policy regarding the confidentiality of student files and the protection of a student's legal right of access to her educational records:

(1) The college defines a student's educational records as "those records, files, documents, and other materials directly related to a student which are maintained by a school. ..." Such a definition excludes admission data, interview reports, and reader's comments gathered for the sole purpose of the admission decision, except as they are transmitted, as a part of the student record, to the Office of Student Affairs, the Office of Academic Affairs, or the Registrar.

Three files are maintained concerning students while they are at Kirkland: one is in the Registrar's office, and it contains the official transcript together with originals of all evaluations; another is maintained by the Dean of Student Affairs, containing basic information (the admission application form) together with correspondence relative to housing and other nonacademic matters; a third file, pertaining to academic status, is held in the Office of Academic Affairs.

Documents pertaining to students receiving financial aid may also be found in the Office of Financial Aid.

All documents received by the college prior to January 1, 1975, which have been solicited under the promise of confidentiality, will continue, legally, under that protection. Further, the law does not

provide access by students to confidential information submitted by their parents.

(2) Students who are enrolled at the time may exercise their right to access by making such a request, in writing, to the dean or director in whose charge the material is kept. No justification need be made.

The appropriate officer shall procure the file, examine it for material which is confidential under the law, and allow the student to look at the remainder of the file in the presence of the officer or someone designated as surrogate. The student shall be informed specifically of the nature of any material or documents withheld, and shall also be informed of her right to have any document of record copied. Such copying, if requested, shall be done by college personnel, and the per copy cost shall be borne by the student.

If a student wishes to challenge the right of the college to withhold materials it deems protected as confidential under the law, she may request a hearing. Such a hearing shall first involve the officer primarily responsible. If satisfactory resolution is not obtained, the matter shall be referred to the President's Advisory Group as the level of last resort within the college.

(3) In order to assure compliance with the law and to provide evidence of such compliance, the college has identified the following persons as authorized to have access to student files for legitimate educational purposes:

The President, the Dean of Academic Affairs, the Dean of Student Affairs, the Director of Admission, the Director of Financial Aid, the Vice President for Development, or their designated assistants, together with members of the Faculty acting in their capacity as teachers or advisers to specific students.

Records are kept in each student file to show access on the part of anyone from the outside, or anyone who would not otherwise have legitimate educational purposes in such access. In such instances, persons must indicate their name, date of access, and the reason for the use of the material.

(4) As regards letters of recommendation written by Faculty or administrative staff on behalf of enrolled students, the college has the option, under the law, to ask the student involved to waive her right of access to such letters in order to protect their confidentiality in Kirkland's files.

Kirkland has adopted an alternate position. The college will counsel Faculty members to share the content of student letters of recommendation by copy or by consultation prior to their being sent, rather than to make a waiver of nonconfidentiality a condition of Faculty recommendation. In keeping with this policy, the college has urged

Faculty members to be candid with students for whom a mediocre or negative recommendation may be written. In some cases, therefore, students will be encouraged to seek a recommendation elsewhere if a more positive letter is desired.

So that prospective employers and graduate admission committees may be aware of the Kirkland College policy, the college will enclose a cover letter from the Dean of Academic Affairs with each recommendation as its official indication that the recommendation is bona fide, that its contents have been made known to the student, and that the letter is written without any form of coercion. (A copy of this letter is available in the Office of Academic Affairs.)

ACADEMIC OPTIONS

One of the elements of flexibility built into the Kirkland curriculum is the opportunity for students to earn academic credit for a variety of programs which vary from the traditional course format or which are undertaken off-campus. These alternative study options vary in the degree to which they are structured, but all require an ability to work independently and to take initiative.

Alternative Study

Three alternative study options are available to registered Kirkland students: independent study and two varieties of internship experience (field work and work/study).

INDEPENDENT STUDY. Independent study offers to qualified students an opportunity to pursue special interests to a degree not possible in regularly scheduled courses. Whether a student is qualified and whether she can profit from an independent study project are academic matters to be determined by the student's adviser and the proposed supervisor of the project in consultation with the student. The guiding principles are that the proposed independent study project make good educational sense and that it add a dimension to the student's program not regularly available in the college curriculum. Students are encouraged to discuss the possibilities of independent study with their adviser and other Faculty members. Normally, no student will be permitted to register for more than one independent study in any semester, except for the senior year when independent study may be taken in addition to the senior project.

Although independent study projects may take a variety of forms (e.g., supervised reading, a specialized research project, a small group of students undertaking a cooperative investigation of a common problem), they share a common emphasis: the responsibility of the student for the design and independent execution of the project with advice and counsel of the supervising instructor. In turn, the

supervising instructor is responsible for the final evaluation of the work done. The frequency with which a student meets with her supervisor will depend upon circumstances and will vary from case to case. Independent study is not a tutorial. A student who requires frequent sessions with a Faculty member is probably not prepared to undertake independent study. Faculty members will consider this factor when discussing independent study with students.

Proposals for independent study require the approval of the adviser and the consent of the Faculty member who will supervise the project. Each independent study registration will be considered the equivalent of a regular course in terms of the amount of work required and credit earned.

INTERNSHIP EXPERIENCE. An internship experience can be a valuable addition to a student's academic program. Students are encouraged to explore the possibility of doing such work during the regular semester as well as during the summer. Normally, such a work project is closely allied to the student's field of concentration or a cognate field. It must be approved in advance by the student's adviser as offering an academically sound supplement to work already done, or in progress, in a regularly scheduled course at the college. Normally, an off-campus work project may not be used to fulfill the minimum requirements for a concentration. No student may submit toward her graduation requirements off-campus work in excess of the equivalent of six Kirkland courses. In no instance shall the combined credit for off-campus work and independent study exceed the equivalent of eight courses.

There are two types of off-campus work projects possible:

Field Work. A field work project is normally undertaken while the student is fully registered at Kirkland. To be eligible, a student must have completed the freshman year (eight courses) in a manner judged satisfactory by her adviser. Credit equal to one course at Kirkland may be earned for each field work project. Prior to undertaking field work, a student must submit a proposal to be approved by her adviser and an instructor whose professional interest is in the area of the project chosen. To obtain credit, a field work project must be considered meaningful and successful by an on-the-job supervisor, who will provide a written evaluation of the project. The Faculty supervisor of the project must approve the student's self-evaluation and an analytical paper written by the student at the completion of the field work experience. In all cases, arrangements with both the adviser and supervisor must be completed before the commencement of the project.

Work/Study. A work/study project is undertaken while the student is off-campus. To be eligible, a student must have at least junior standing and have completed her previous work in a satisfactory manner.

Credit equal to three Kirkland courses may be earned for each work/study project. In addition, during her work/study semester, the student may complete one course at an accredited college in a field other than that of her project. She may not, however, engage in an independent study project during this time. No student may earn Kirkland credit for more than one work/study project. To obtain credit for work/study, the student, her adviser, and an instructor with professional experience in the field chosen, must agree in advance of the project's commencement, that for this student, the project offers the most efficient means of realizing a clearly formulated educational goal. The student, her adviser, and the instructor must be in clear agreement that the project involves an important educational experience that could not be duplicated on the Kirkland campus. The student must work full time on her project and obtain a written evaluation of her work from an on-the-job supervisor. Within four weeks of her return to campus, the student must submit a substantial and detailed analysis of her activities to her adviser and the instructor. In addition, the student must also submit her own evaluation of the extent to which the educational goal originally set has been realized. The final report must be approved by the student's adviser and the instructor.

Off-Campus Study

Off-campus study includes all study at other institutions and recognized junior year abroad programs, as well as summer study, and off-campus alternative study or internship experience, whether completed during the regular semester or during the summer.

When it is undertaken during the semester, off-campus study will normally require an academic leave of absence and must be approved in advance by the student's adviser. General regulations for all study undertaken during academic leave of absence are:

(1) No more than one course per semester may be taken as independent work at Hamilton and Kirkland while the student is not in residence. Students doing work/study projects may not engage in any independent study during this time (see "Internship Experience" section, page 25).

(2) No more than one-half of the courses offered for the concentration may be done in absentia.

(3) Prior approval by the faculty adviser and the Assistant Dean of Academic Affairs is required before credit for academic work taken while not in residence can be considered for transfer credit.

STUDY ABROAD. Hamilton College sponsors two study abroad programs which Kirkland recommends to students considering a year abroad: the Hamilton College Junior Year in France and the

Hamilton College Academic Year in Spain. For specific information about these programs, students should consult their advisers and the Office of Academic Affairs. This office also maintains files of current information for other study abroad programs. Since these programs involve a request for transfer credit, the student must plan all such study in accordance with the procedures outlined for academic leave of absence (see "Leaves of Absence" section, page 18).

WASHINGTON SEMESTER. Students interested in public affairs may wish to apply for admission to the Hamilton Term in Washington, a program designed to give properly qualified students an opportunity to work in a government office during the fall semester. It consists of internships in federal legislative and executive offices, as well as a regular seminar program which requires independent research and writing. Students are assisted in finding internships but are responsible for their own living arrangements in Washington. Admission to the program is competitive. Prerequisites: junior or senior standing, and Hamilton Government 28 (or its equivalent). Further information may be obtained from the Dean of Academic Affairs or the Chairman of the Hamilton Government Department.

SENIOR PROJECT IN ABSENTIA. This may be done only in *very unusual* cases when a student's academic, familial, or financial situation makes residence detrimental. Should a student request approval for a senior project in absentia, this petition including a full senior project proposal must be approved in advance by the student's adviser, the supervisor of the senior project, and the Assistant Dean of Academic Affairs. The student must make prior arrangements to consult with her senior project supervisor regularly.

Winter Study

The Winter Study program at Kirkland is designed to encourage students to take increasing responsibility for the structure of their own education, within a framework which sanctions a wide variety of subject matters and types of learning experiences. Winter Study is an integral, although specialized, part of the college program. Its purpose is to help Kirkland women develop the capacity for continued independent and disciplined work outside the structure of the organized curriculum. Each student must elect a Winter Study project once and may chose to do so three times. Normally, these will be completed before the senior year. The wide range of projects possible during Winter Study allows maximum flexibility; five advising and evaluating procedures are offered, varying in their degrees of supervision. In preparing her proposal for a Winter Study project, each student should select the option best suited to her individual interests and which best complements her readiness to undertake independent study. All Winter Study proposals require the signature of the student's Faculty adviser.

The types of Winter Study options are listed below. (Please note: one Winter Study *project* is a graduation requirement. See "Degree Requirements" section, page 15.)

KIRKLAND GROUP PROJECT. A Faculty member or guest of the college supervises and evaluates a group of students who work on the same project.

SUPERVISED INDEPENDENT PROJECT. A Faculty member supervises and evaluates a student-initiated project, or group project, which may take place on- or off-campus.

FIELD SUPERVISED PROJECT. A specialist, located off-campus, supervises and evaluates field work or internship projects; credit is determined by the student's adviser.

UNSUPERVISED PROJECT (GROUP OR INDIVIDUAL). The student submits a project proposal for approval to a small advising group, consisting of a Faculty adviser and other students. The project is pursued independently on- or off-campus, and a self-evaluation is presented to the advising group at the end of the Winter Study period. The advising group determines credit.

KIRKLAND COURSES, HAMILTON COURSES, OR COURSES OFFERED BY OTHER COLLEGES. The student elects a winter term course offered by Kirkland, Hamilton, or another institution.

Critical Languages

Through its membership in the National Association of Self-Instructional Language Programs, Kirkland offers students interested in non-Western languages (and some Western languages) the opportunity to begin such study. Students enrolled in the Critical Languages program work independently with taped materials, and practice regularly with native speakers. At the end of each semester, progress is evaluated by an outside examiner who is a specialist in the language. A high degree of motivation and interest is essential. For a list of the languages currently available see the Humanities Division course descriptions, page 57.

AWARDS AND FELLOWSHIPS

Watrous Prizes

The George A. Watrous Prizes are awarded annually to those students at Kirkland College whose manuscripts in the categories of poetry, fiction, and literary criticism are judged the best to be submitted in competition. The prizes, in the form of cash awards, are made possible through the generosity of Mrs. Edgar W. Couper of Binghamton, New York, and are established in memory of her father, the late George A. Watrous. $75 is awarded to winners in each of the

categories, and an additional $25 is awarded to the winner whose work is considered most promising.

Selection of the winners is made by a panel of at least three judges appointed annually from the Kirkland Faculty. The judges reserve the right not to make an award in any category in a year in which the entries, in their opinion, do not warrant such recognition.

Requirements for submission of manuscripts and the system by which the authors remain anonymous to the judges during the selection process will be announced annually. Selection of the winners will be made during the spring semester.

Watson Fellowships

Beginning with the class of 1977, Kirkland seniors may apply for fellowships offered by the Thomas J. Watson Fellowship Program. The Watson Fellowship Program enables college students of unusual promise to engage in an initial postgraduate year of independent study and travel abroad.

Interested students are urged to contact the Office of Academic Affairs in the spring of their junior year.

courses of study

Kirkland courses and Hamilton courses are described below in separate listings for each college. Registration for the courses of both colleges takes place at the same time and location in order to encourage cross-registration. Students should consult the course descriptions of both colleges before completing their plans for registration. As a general rule, all courses offered by one college are open to students of the other. Specific course offerings are occasionally subject to withdrawal. See current semester's preregistration course booklet.

KIRKLAND COURSES

Kirkland course descriptions are arranged by division (Arts Division, Humanities Division, Sciences Division, and Social Sciences Division), subdivided within the divisional section alphabetically according to disciplines (e.g., anthropology courses are listed together as a group within the Social Sciences Division section), and listed in ascending numerical order.

A course number followed by "F" is offered in the fall semester. "S" indicates spring semester. "F, S" indicates the course is offered both

semesters. The "fW" notation indicates a course which is offered in the winter term for which some early preparation is necessary.

A single number course (e.g., 101F) is a one semester course.

A double number course with a *hyphen* (e.g., 101F-102S) is a two semester course with the first semester a prerequisite for the second. The first semester may be elected independently of the second but *the second semester cannot be elected independently of the first,* except in unusual cases by permission of the instructor.

A double number course with a *slash* (e.g., 101F/102S) is a two semester course, either semester of which may be elected independently of the other.

When a course is noted as being "equivalent to" another course, the two courses are functionally equal for purposes of concentration requirements, prerequisites, and degree requirements. Please note that when one or more courses are "equivalent to" one another only one of these courses can be counted toward concentration or degree requirements. Courses which are equivalent do not necessarily have the same instructor.

Otherwise, numbering of courses signifies the following levels of difficulty:

100's: Introductory in material and/or approach. Priority for admission is given to freshmen, sophomores, and other beginners in the field, in that order.

200's: Intermediate level. Assumes one or two semesters in the field or sufficient intellectual maturity and interest to enable students to compensate for lack of formal preparation. Priority for admission: sophomores, juniors, others.

300's: Advanced in approach. Assumes three or more semesters in the field or unusual intellectual maturity, ability, or willingness to compensate by extra work for inadequate background. Intended primarily for juniors or seniors. Priority will be given to concentrators in the area, according to class.

400's: Most advanced. Intended for seniors and juniors with at least four semesters in the field. Others admitted by permission of the instructor only. Priority will be given to concentrators in the area, according to class.

If you have any doubts regarding the appropriate class level for you, please consult your adviser, the instructor of the course in question, or the chair of the division sponsoring the course. Priority for enrollment may be set by divisions in accordance with the rationale for course levels as indicated in the above general numbering pattern.

Hamilton courses referred to in concentration statements or as prerequisites may be found described among the Hamilton listings beginning on page 95.

Note: In general, most Kirkland courses are limited in enrollment to twenty students; variations above and below this number are approved when justified on sound pedagogical grounds.

EXPLORATIONS: FRESHMAN TUTORIALS New Program Option Reserved for Students Entering Kirkland in September 1976.

Art 100 Arts Tutorial: Visual Language. What are the goals of a liberal education and how does the study of the visual arts contribute to them? What are the methods of communication, articulation, analysis, and problem-solving that are employed in the visual arts, and how do they compare to those verbal skills that are fundamental to the liberal arts?

In answering these questions, the first objective of the course is to define the fundamental elements and common perceptions of the visual arts in an effort to understand the nature of visual perception. The second objective is to define the function of the arts in society.

The tutorial will combine studio projects and selected readings. Studio projects will involve nature and figure drawing and black and white design. Readings will include selections from the writings of Vincent Van Gogh, Henri Matisse, Paul Klee, Moholy-Nagy, Aldous Huxley, and others, with special emphasis on the philosophy of those artists associated with the Bauhaus movement. W. Salzillo.

Registration reserved for students entering Kirkland in September 1976.

Literature 100 Humanities Tutorial #1: The Brontes. Analysis and discussion of juvenilia, novels, and poems by Charlotte, Emily, and to a lesser extent, Anne Brönte will provide the focus of the seminar. Works will be considered as formal structures, but particular attention will be given to the authors' attempts to dramatize and resolve central conflicts of values and priorities in their writing.

The Bröntes' concerns will be viewed in an historical-biographical as well as a contemporary context. Seminar participants will be encouraged to explore similarities and differences between reality as experienced and created by these young women in Victorian England and their own assumptions. Particularly during the second half of the semester, participants will also be asked to think about the questions raised in the seminar in relation to their other academic activities.

Thoughtful and active participation in discussions, small-group meetings, and individual conferences are expected of all participants. Frequent short papers and reports to the seminar will be assigned. U. Colby.

Registration reserved for students entering Kirkland in September 1976.

History 100 Humanities Tutorial #2: History and Authority. What about the past is important to a liberal arts education and who says so? Why are students more frequently taught what happened, instead of how to establish the importance of what may have happened? How do authority in education and authority in history coincide?

One object of this tutorial is to explore, through primary and secondary materials, how interpretations are created and eroded by people who try to find meaning in the past. The focus of the tutorial is in American history, and a second objective is to examine how American historians have coped with or tripped over a major event or problem in their own country's past. The third objective of the tutorial builds on the other two: to design and execute, with other students, an independent investigation important both to students' individual learning and to the study of American history.

Readings, short written assignments, and group discussions will be blended so as to help students (a) become aware of the importance and limits of objectivity; (b) evaluate both primary and secondary historical materials; and (c) achieve clear and articulate expression of their own versions of historical interpretation. D. Locke.

Registration reserved for students entering Kirkland in September 1976.

History of Science 100 Science Tutorial #1: Technology and Society. Technology is a menace or a marvel, a Frankenstein or a friend, depending on one's point of view. In either case it has become an inescapable part of our world. By considering successive technologies of the past and their intellectual justification—the idea of progress—we shall be better equipped to perceive the ramifications of technology in contemporary society and to speculate on the future of both.

While this tutorial will examine the rise, character, and future of the technological society, an examination of the perspective from which technological society is viewed will be equally important. Readings such as Mumford's *Techniques of Civilization* and Ellul's *The Technological Society* will present a variety of views of technology and society. In a series of written essays students will develop and defend their own perspectives on these issues. How that perspective may underlie their approaches to education will also be considered. R. Rinard.

Registration reserved for students entering Kirkland in September 1976.

Science 100 Science Tutorial #2: Foundations of Modern Biology. The concepts and techniques of modern science and technology increasingly shape the everyday world, but not always in ways that are easily understood. This problem of comprehension is especially true of biological science; the challenge of understanding is central to liberal education. To interpret and participate in the process of social change which this science influences requires a distinctive scientific literacy.

This course will address that challenge through laboratory work and seminar discussions. Topics of development, metabolism, heredity, and population dynamics will be explored both as technical areas of scientific importance and as issues affecting broader public policies of health, conservation, and social change.

Assigned readings and student presentations will form the basis for weekly seminars; in addition, laboratory exercises will require students to learn to use the techniques central to contemporary experimental biology. E. Putala.

Registration reserved for students entering Kirkland in September 1976.

Sociology 100, Section 01 Social Science Tutorial#1: Role Transitions. This tutorial will examine the similarities and differences in role transitions in several human societies. The problem of role changes will be examined not only from the point of view of the individual who experiences them, but also from the perspective of social groups which support or hinder the changes. In many ways, the class will be examining some of those critical points in everyday life whose importance to life and learning frequently goes unrecognized.

The course materials derive from two basic areas of sociological study. First, some typical role transitions will be examined through studies like Mead's *Coming of Age in Samoa* and Rosow's *Socialization to Old Age*. Second, some intermediate roles will be explored with help from Simmel's *Secret Societies* and *The Web of Group Affiliations*. These and other descriptive and theoretical works will provide the framework for discussion of personal experiences, new learning, and independent work.

In addition to the readings, in-class critiques, discussions, and some papers are planned. Effective use of the library and the development of interviewing techniques will also be stressed. J. Lowry.

Registration reserved for students entering Kirkland in September 1976.

Sociology 100, Section 02 Social Science Tutorial #2: Freedom and Order. In the Western world and particularly in America, individual freedom has been recognized as an important human value. Yet, however vaguely, we simultaneously recognize that freedom cannot be absolute. Self-sufficiency or "individualism," particularly in a complex society, meets the hard fact of interdependence. What is the proper blend? Is conformity to some kind of social limits necessary to define human freedom? Does the good life for the individual presume the existence of the good society? The course will examine these and other questions which have appeared most pertinent to the dual quest for freedom and order.

Literature in which these issues are addressed will be examined and evaluated. Class discussions and written work will emphasize critical analysis of concepts both classic and contemporary.

Readings will be diverse and interdisciplinary. Analytical writings of Sigmund Freud and Erich Fromm, novels such as *Lord of the Flies* and *What Makes Sammy Run?*, and more recent sociological studies such as E. Digby Baltzell's *The Search for Community in Modern America* will be included. D. Gray.

Registration reserved for students entering Kirkland in September 1976.

CROSS-DIVISIONAL CONCENTRATION IN AMERICAN STUDIES

Concentration Requirements. The interdisciplinary concentration in American Studies is defined and directed by a coordinate committee composed of two representatives from the Kirkland Faculty, two representatives from the Hamilton Faculty, and a program director. Students choosing to concentrate in American Studies should consult either D. Locke, director of the program, or W. Hoffa, or D. Gray, Kirkland members of the committee.

The student concentrating in American Studies must expect to do advanced work in more than one area of American life and become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of twelve semester courses comprising a program approved by the committee. The program will include American Studies 311, ordinarily taken in the fall semester of the student's junior year, and the senior project, American Studies 500.

Note: Before registering for any course offered, check the college's statement on course numbers and prerequisites on pages 31–33 of this catalog. Be sure to get permission of the instructor where appropriate.

Priority for enrollment may be assigned in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

American Studies 299 Independent Study. Faculty.

American Studies 311F Introduction to Theories and Methods. An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions, and cultural forms in American life. The course is required of concentrators in American Studies and is open to other students with permission of the instructor. D. Locke.

American Studies 399 Independent Study. Faculty.

American Studies 499 Independent Study. Faculty.

American Studies 500 Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite: American Studies 311. Appropriate interdisciplinary Faculty committee.

ARTS DIVISION

The Arts Division offers courses in creative writing, dance, music, photography and film, theatre, and visual arts. Students may concentrate in one or any combination of these disciplines. The division is particularly interested in exploring the interrelatedness of origins, historical developments, and current directions in the arts.

Concentration Requirements. The basic course requirements differ for each discipline, as indicated below. Other courses to be used to satisfy a concentration are chosen by the student in consultation with her adviser. In each instance the total program is an individual one, and the primary responsibility for initiating its design rests with the student.

1. a. Creative Writing. A minimum of six writing workshops, including the senior project.

   b. Dance. A minimum of eight semester courses in dance. Four technique courses are required, including Dance 311-312, and four semester courses to be selected from the following: Dance 102, 205, 206, 301-302, or 305. Concentrators are expected to participate in workshops, lecture demonstrations, and concerts.

   c. Music. A minimum of eight semester courses in music distributed equally between music theory and music history. In addition to these minimum course requirements, a music concentrator is expected to participate in ensemble performance. Please refer to Hamilton College music offerings (S. Bonta and L. Spear).

   d. Photography and Film. A minimum of eight semester courses,

including Photography 101. Although the major portion of courses should come from photography and film offerings, two- or three-dimensional studio art courses are applicable to this concentration.

e. Theatre. A minimum of eight course credits in theatre, including Theatre 207 and at least one course in dramatic literature.

f. Visual Arts (ceramics, design, drawing, painting, printmaking, and sculpture). A minimum of eight semester courses, including Art 101, 105, and 107.

2. A minimum of three semester courses in appropriate cognate areas.

3. A senior project designed with the assistance of the adviser, accepted by the division, and requiring two semesters for completion. The project should culminate in (1) a public exhibition or performance, or (2) a research project in history or criticism of dance or theatre, or (3) the presentation of a work of creative writing, musical composition, or musicology. As with the design of the concentation, the responsibility for initiating the design of the senior project rests with the student.

The division strongly recommends that its concentrators develop reading proficiency in at least one foreign language. Evaluations for all courses in the Arts Division will be based on the student's application, progress, participation in critiques, and when specified, written work.

Note: Before registering for any course offered by the division, check the college's statement on course numbers and prerequisites on pages 31–33 of this catalog. Be sure to get permission of the instructor where appropriate.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Creative Writing

Creative Writing 101F, S An introduction to the fundamental problems of prose fiction *and* poetry. Enrollment limited to 16. Order of priority: sophomores, freshmen, seniors, juniors. M. Burkard, T. Gallagher, W. Rosenfeld.

Creative Writing 199 Independent Study. Faculty.

Creative Writing 103F, S An introduction to the fundamental problems of poetry writing. Enrollment limited to 16. Order of priority: sophomores, freshmen, seniors, juniors. M. Burkard, T. Gallagher.

Creative Writing 105F, S An introduction to the fundamental problems of prose fiction. Enrollment limited to 16. Order of priority: sophomores, freshmen, seniors, juniors. W. Rosenfeld.

Creative Writing 201F, S Poetry Workshop. A workshop for students whose work and purpose have developed sufficiently to warrant concentration in poetry. Enrollment limited to 12. Prerequisite: Creative Writing 101 or 103, or permission of the instructor. M. Burkard, T. Gallagher.

Creative Writing 205F, S Poetry Writing: Forms. A workshop for students whose work warrants concentration in sources—forms and texts — for their own work. Enrollment limited to 12. Prerequisite: Creative Writing 101 or 103, or 201, or permission of the instructor. M. Burkard, T. Gallagher.

Creative Writing 211F, S Prose Fiction Workshop. A workshop for students whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students interested in playwriting should enroll in this course. Students interested in writing for children should consult the instructor. Enrollment limited to 12. Prerequisite: Creative Writing 101, or 105, or permission of the instructor. W. Rosenfeld.

Creative Writing 299 Independent Study. Faculty.

Creative Writing 399 Independent Study. Faculty.

Creative Writing 499 Independent Study. Faculty.

Creative Writing 500 Senior Project. Faculty.

Dance

The dance program provides experience in both the performance and academic aspects of dance. Three levels of daily technique classes are offered to provide a thorough training in both ballet and modern dance. In order to participate, students must audition for placement in the appropriate class level. Within the limits of available space, classes are open to all interested students.

Students who complete the Advanced Dance sequence may plan their own technique studies, emphasizing ballet, modern, or both.

In addition to courses in composition, history, and Labanotation, students may undertake independent study in their own areas of interest, such as choreography, advanced Labanotation, therapy, historical research, and teaching methods. Occasionally, group independent studies are offered in teaching methods for ballet or modern and creative dance.

Qualified students may obtain professional certification in Labanotation through the Dance Notation Bureau, and in ballet through the Royal Academy of Dance. Performing experience is offered in the form of workshops, lecture-demonstrations, and the annual spring concert.

New students intending to concentrate in dance should contact the dance Faculty during orientation to audition for technique classes.

Dance 102S Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. The course includes technique classes in several dance styles, discussions and lectures on dance and related subjects, field trips, and special events. No prerequisite. Maximum enrollment 20. S. Heiland.

Dance 111F-112S Beginning Dance. Fundamentals of ballet and modern dance. Admission by audition. Maximum enrollment 20. S. Heiland, M. Warner.

Dance 199 Independent Study. Faculty.

Dance 205F Elementary Labanotation. Analyzing, reading, and notating movement used in ballet, folk, and modern dance. Maximum enrollment 20. M. Warner.

Dance 206S Intermediate Labanotation. A continuation of the elementary course using more complex material. The class will emphasize practical experience notating technique classes and reconstructing dance scores. Prerequisite: Dance 205. Maximum enrollment 20. M. Warner.

Dance 211F-212S Intermediate Dance. A continuation of the study of ballet and modern dance. Admission by permission of the instructors. Maximum enrollment 20. S. Heiland, M. Warner.

Dance 299 Independent Study. Faculty.

Dance 301F-302S History of Dance. The development of dance as an art form from Greek times to the twentieth century. Lectures, discussions, and practical sessions in period dance. Entry into the second semester by permission of the instructor. Maximum enrollment 20. M. Warner. (Offered in alternate years; next offered 1977–78.)

Dance 305F Composition I. A study of the elements of choreography emphasizing explorations of rhythmic structure, dynamics, and design. Prerequisite: intermediate technique level and permission of the instructor. S. Heiland. (Offered in alternate years; next offered 1977–78.)

Dance 307F Composition II. A continuation of Composition I, with emphasis on accompaniment, group design, and varying levels of abstraction. Prerequisite: Dance 305 and Dance 211-212, or permission of the instructor. S. Heiland.

Dance 311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Students are expected to participate in workshops and concerts. Admission by

permission of the instructors. Maximum enrollment 20. S. Heiland, M. Warner.

Dance 399 Independent Study. Faculty.

Dance 499 Independent Study. Faculty.

Dance 500 Senior Project. Faculty.

Music

Music 101F-102S Theory I. Review of the Fundamentals of Music Notation. Studies in melody writing employing both familiar and exotic scales and analysis of related musical works. Contrapuntal technique will be studied during the second semester. Evaluation based on class participation and regular written assignments. Prerequisite: knowledge of basic music notation. Must not be tone-deaf. Priority: sophomores, freshmen, juniors, seniors. Faculty.

Music 104S Electronic Music I. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. Students will be responsible for the completion of one short project involving elementary electronic composition. Evaluation on the basis of the composition and classroom participation. Priority: freshmen. Maximum accommodation in studio is 13 students. Faculty.

Music 106S Introduction to Jazz. Lectures, demonstrations, and guided listening designed to familiarize the student with the different styles of jazz (dixieland, swing, be-bop, etc.) and with the artists who created them. Open enrollment. Faculty.

Music 107F-108S Solo Performance. Private instruction in vocal or instrumental performance. This course, successfully pursued for *two semesters,* will earn *one academic credit.* Prerequisite: permission of the division. Evaluation will be based upon the student's progress as determined by an audition at the beginning of the course, and by a final performance before an adjudicating panel. The final performance may be waived at the discretion of the Faculty in those instances when the student's public performances throughout the previous two semesters are deemed sufficient evidence of progress. Solo Performance may be repeated at increasingly advanced levels only when taken concurrently with a course in music theory or history. Private vocal or instrumental instruction necessitates an additional charge each semester in addition to the student's regular fees. May not count for the concentration. Not open to Hamilton students; see Hamilton Music 13-14, 15-16, etc.

Music 109F-110S Group Performance. The study of music through performance in the Hamilton-Kirkland Choir (section 01), College Hill Singers (02), Brass Choir (03), Woodwind Ensemble (04), or String Ensemble (05). Prerequisite: permission of the instructor.

Group Performance successfully pursued for *four semesters* will earn *one academic credit*. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above groups but will receive academic credit for work in one only. May not count for the concentration. Not open to Hamilton students; see Hamilton Music 13-14, 15-16, etc.

Note: Solo and Group Performance courses should be taken in addition *to the normal academic course load, and should be added during the drop/add period after the student has received the permission of the instructor or division. Students may take private tuition without enrolling in Music 107-108. See Curricular Related Activities, page 43.*

Music 199 Independent Study. Faculty.

Music 201F-202S Theory II. Concepts of harmony and counterpoint as the natural consequence of the material studied in Theory I. The course will focus on the music of the baroque and classical periods. Evaluation as in Theory I. Prerequisite: Music 102 or permission of the instructor. Faculty.

Music 203F Electronic Music Workshop. Advanced work with the synthesizer and with electronic manipulation of "found" sounds. Electronic music within an inter-media context. Recording and editing techniques will be stressed. May be repeated for credit at increasingly advanced levels. Students will be responsible for the completion of at least one work. Prerequisite: Music 104S or permission of the instructor. Faculty.

Music 209F Analysis. A companion course to Theory II and Theory Workshop. Emphasis is on broad structural design. Pitch organization, sectional balance, structural and harmonic rhythm, register, timbre and texture, their mutual interactions, and the way in which they articulate form will be investigated. Works chiefly from the "period of common practice" will be analyzed. Evaluation based on classroom participation and regular written assignments. Maximum enrollment 12. Prerequisite: Music 102. H. Lindenfeld. (Offered in alternate years; next offered 1977–78.)

Music 221S Composition. Twentieth-century compositional techniques, including notational problems and score preparation. Evaluation based on the student's increase in ability to structure musical ideas. Prerequisite: Music 102 or permission of the instructor. H. Lindenfeld.

Music 222F Orchestration and Arranging. The instruments of the orchestra will be investigated and, when possible, demonstrated. Idiomatic writing and orchestral transpositions will be stressed. Works for piano will be analyzed in order to discover an effective

approach to their orchestration, and various styles of orchestration will be considered. Evaluation based on class participation and on the student's own orchestrations. Prerequisite: Music 102 or permission of the instructor. H. Lindenfeld.

Music 231F Theory and Practice of Jazz. Melodic improvisation within an harmonic context. Harmonic extensions, substitutions, and typical jazz progressions. Analysis of improvisations by Parker, Davis, Rollins and others from the post-1940 period. Evaluation based on application and evidence of progress. Extensive outside listening and practice will be required. Prerequisite: experience in jazz improvisation and/or permission of the instructor. Faculty. (Offered in alternate years, or as student interest and ability warrants; next offered 1977–78.)

Music 299 Independent Study. Faculty.

Music 301F Theory Workshop. Advanced studies in the music of the Romantic and Expressionist periods. Stylistic evolution as the result of the interaction between contrapuntal and harmonic aspects in the music of such composers as Schumann, Wagner, Mahler, and Berg. Evaluation as in Theory I. Prerequisite: Music 202 or permission of the instructor. May be repeated at increasingly advanced levels with permission of the instructor. H. Lindenfeld.

Music 399 Independent Study. Faculty.

Music 402S Junior-Senior Seminar. Content will be determined jointly by the students and instructor, in response to those needs which the student and the instructor perceive to have arisen during the student's prior musical career. The resulting focus may be integrative studies in the discipline as a preparation for graduate work, or special topics in music, especially those of an inter-arts nature. Evaluation will be based on oral reports, participation in critiques thereof, and evidence of progress. Designed for senior and junior music concentrators; specially qualified sophomores with permission of the instructor. Faculty.

Music 499 Independent Study. Faculty.

Music 500 Senior Project. Faculty.

CURRICULAR RELATED ACTIVITIES. Students are encouraged to make musical performance an important part of their extra-curricular activities. They may participate in one or more of the following: Hamilton-Kirkland Choir, String Ensemble, Woodwind Ensemble, and Brass Choir. Private instrumental and vocal instruction is also available. Admission to performance ensembles is by audition; private tuition is arranged by interview and necessitates an additional charge each semester in addition to student's regular fees. Sign-up sheets for auditions and interviews will be posted in the List Arts

Center and Root Art Center at the beginning of the semester. See instructor listing page 48.

Photography and Film

Photo 103F Introduction to the Language of Film. An outline of film grammar, including a cross section of various film forms. Films discussed in relation to readings on theory and criticism. Evaluation based on papers and class discussion. Maximum enrollment 40. Priority: freshmen, sophomores. J. Murphy.

Photo 113F, S Introduction to Photography. Introduction to photographic communication. Aesthetic traditions and fundamental techniques, including the use of a variety of cameras and lighting and darkroom procedures, are studied. No prerequisite. Maximum enrollment 18. S. Liebman, J. Murphy.

Photo 116S Film Production I. Introduction to motion picture techniques. The course uses super-eight as its medium. The student is introduced to the decisions and mechanics of producing a sequence on film; scripting, directing, camera, lighting, editing. Maximum enrollment 18. Prerequisite: experience in photography or permission of the instructor. N. Boxer.

Photo 199 Independent Study. Faculty.

Photo 213F Intermediate Photography. This course is designed to be a vehicle for a further investigation of the photographic process through the use of a variety of techniques and equipment including multiple printing, the use of the 4x5 camera, and the design and use of the pinhole camera. Maximum enrollment 18. Prerequisite: permission of the instructor. S. Liebman.

Photo 217F Film Production II. A continuation of Photo 116S, with the use of 16 mm as the medium. The class is expected to work as a production crew in the shaping of a project. Some of this production work will involve video projects and, hopefully, a number of short efforts may be documentary or personal in style. Maximum enrollment 18. Prerequisite: Photo 116 or permission of the instructor. J. Murphy.

Photo 220S Audio-Visual Workshop. Introduction to the basic audio-visual technology; sound recording, photography, super-eight film, video tape, and the related projection systems. The use of current experiences and materials in the classroom. Emphasis on individual resourcefulness in the application of techniques. N. Boxer.

Photo 221S Film Animation. Exploration of how the artist can make use of film time. A studio course for people with some experience in drawing, painting, still photography, graphics, or any other aptitude which could be exploited in the making of a personal statement in the art of film. Maximum enrollment of 10 because of

equipment. Prerequisite: permission of the instructor. N. Boxer.

Photo 299 Independent Study. Faculty.

Photo 300S Advanced Photography. A search for a more personal style is the central concern of this course. Students will be expected to utilize their photographic skills to explore areas such as surreal photography, the photographic story, and photomontage. Maximum enrollment 18. Prerequisite: permission of the instructor. S. Liebman.

Photo 399 Independent Study. Faculty.

Photo 499 Independent Study. Faculty.

Photo 500 Senior Project. Faculty.

Theatre

Theatre 101F-102S Introductory Acting. Training in the basic elements of an actor's craft: movement, voice, senses, imagination, improvisation, and characterization. Much of the first semester will focus on improvisation. During the second semester, the ensemble will focus on scenes, situations, circumstances, and stage actions. Entry into the second semester with permission of the instructor. Maximum enrollment 20. R. Umlas.

Theatre 103F/104S The Theatrical Event. The study of theatre as a public, spatial, and temporal art form. Emphasis on performance and production, the living nature of the theatre process, and all the production elements which contribute to that life (scenic, lighting, costume design, and construction). Each semester the course will examine a different dramatic genre, the unique characteristics of its literary and performance style. The central focus of the investigation will be the major production of the semester. In addition, several scripts will be studied from the perspective of their realization in performance and production. Course requirements will include selected readings, projects, and the option of intensive staff or crew work in lieu of a final paper. Limit 20; open both semesters. May be taken up to three times at increasingly advanced levels by approval of the adviser and the Office of Academic Affairs. R. Umlas, C. Bellini-Sharp.

Theatre 199 Independent Study. Faculty.

Theatre 201F-202S Intermediate Acting. Developing an individual working method. An exploration of physical, vocal, emotional, intellectual, and creative resources. Second semester emphasizes scene work, textual analysis, character and scene development. Maximum enrollment 20. Entry into the second semester with permission of the instructor only. C. Bellini-Sharp.

Theatre 207F/208S History of Theatre. Practical and theoretical examination of major periods in the theatre's history. The first semes-

ter will cover theatre's beginnings through Restoration and the eighteenth century; the second semester will cover the nineteenth and the twentieth centuries. No limit; open both semesters. C. Bellini-Sharp, R. Umlas.

Theatre 209F Script Analysis. The application of an analytical technique to the theatrical interpretation of selected scripts. The purpose of the course is to introduce a practical approach to script analysis applicable to any play-script from any period. Among the scripts to be analyzed are plays by Aeschylus, Jonson, Chekhov, Albee, and Pinter. R. Umlas. (Offered in alternate years; next offered 1977–78.)

Theatre 299 Independent Study. Faculty.

Theatre 301F-302S Directing Workshop. Research and analysis of scripts and design of action to prepare for working with actors. Readings from Appia, Stanislavsky, Meyerhold, Artaud, Brook, Grotowski. First semester: direction of long scenes or short one act plays. Second semester: presentation of longer works. Prerequisite: four semesters of theatre courses of which at least two must be in acting or permission of the instructor. Entry into the second semester by permission of the instructor. Maximum enrollment 15. R. Umlas, C. Bellini-Sharp. (Offered in alternate years; next offered 1977–78.)

Theatre 303F-304S Advanced Acting. Problems in scene study, action metaphors, voice, characterization, and styles with emphasis on individual acting problems. Prerequisite: Theatre 101-102 and Theatre 201-202, or by audition. Entry into the second semester by permission of the instructor. Maximum enrollment 15. C. Bellini-Sharp, R. Umlas.

Theatre 310S Junior-Senior Seminar. The content of this course will be determined by the direction and needs of the theatre program. The resulting focus may be special individual preparations covering a wide range of areas in the discipline, or particular topics and workshops in theatre; for example, contemporary European theatre, design for directors, voice and speech for the stage, experimental theatre, etc. Evaluation will be based on oral reports, papers, participation, and other forms related to the specific topic and direction of the course for that particular semester. Prerequisite: four semester courses in theatre or permission of the instructor. C. Bellini-Sharp.

Theatre 399 Independent Study. Faculty.

Theatre 499 Independent Study. Faculty.

Theatre 500 Senior Project. Faculty.

Visual Arts

Art 100 Arts Tutorial: Visual Language. For course description see

tutorials section, page 33.

Art 101F, S Drawing. A study of the basic elements of drawing including line, texture, mass, and composition. Students will be expected to work from the model during class time, do outside assignments, and participate in group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo, S. Lyman.

Art 105F, S Two-dimensional Design. An exploration into visual language; a series of projects followed by group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo.

Art 107F, S Three-dimensional Design. Introduction to visual problems in three dimensions. Class consists of a series of projects followed by group discussion. Maximum enrollment 15. No prerequisite. S. Lyman.

Art 111F, S Ceramics I. Introduction to techniques in the use of clay. Traditional wheel, hand-building, and glazing methods, including the creation of glazes at stoneware temperatures. Maximum enrollment 20. R. Palusky.

Art 199 Independent Study. Faculty.

Art 203F, S Painting I. A study of the methods and techniques of oil painting with emphasis on still life, figures, and landscape. Maximum enrollment 18. Prerequisite: Art 101 or 105 or permission of the instructor. R. Muirhead, W. Salzillo.

Art 205F, S Printmaking. Concentration in the process of intaglio printmaking, including etching, engraving, dry point, hard and soft ground techniques, aquatint, and lift ground method. Students will be expected to participate in group criticisms. Maximum enrollment 15, to avoid overcrowding of equipment. Prerequisite: Art 101 or 105 or permission of the instructor. R. Muirhead.

Art 209F, S Sculpture. Basic materials course dealing in introductory problems of form and technique. Work in plaster, clay, wood, and other materials. Designed to prepare students for exploration of methods and ideas. Prerequisite: Art 101 or permission of the instructor. Maximum enrollment 15. S. Lyman.

Art 211F, S Ceramics II. Designed to develop techniques in hand-building beyond the introductory level. Glaze assignments at stoneware temperatures and the study of Raku, including simple kiln construction. Critiques on problems of technique and three-dimensional expression. Prerequisite: Art 111 or permission of the instructor. Maximum enrollment 18. R. Palusky.

Art 299 Independent Study. Faculty.

Art 303S Painting Workshop. An exploration in depth of concepts established in Painting I. May be repeated for credit at increasingly

advanced levels. Class limit 18. Prerequisite: Art 203 or permission of the instructor. R. Muirhead, W. Salzillo.

Art 311F,S Ceramics III. Exploration of a broad range of glaze color and technique at earthenware temperatures. A portion of the semester will be devoted to the problems of kiln construction. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 211. R. Palusky.

Art 399 Independent Study. Faculty.

Art 499 Independent Study. Faculty.

Art 500 Senior Project. Faculty.

Curricular-related Programs

During the academic year, Kirkland sponsors a number of professionally-guided programs in the arts complementing work in the regular curriculum.

Students planning to participate in any of these programs should consider it a substantive undertaking. Announcements concerning the current schedule of instruction are made at the beginning of the year.

Instrumental and Voice Instructors

Piano and Harpsichord:	Instruction by Albert Bowen, Linda Ellison, and Phyllis Murphy.
Voice:	Instruction by Rebecca Spear.
Flute:	Instruction by Deborah Pugh.
Strings:	Instruction by Amici Quartet.
Choir:	Instruction by Lee Spear, Director of Choral Activities at Kirkland College and Hamilton College and Assistant Professor of Music at Hamilton College.

HUMANITIES DIVISION

The Humanities Division offers courses and concentrations in art history, history, literature, and philosophy. Students may also combine two or more disciplines into a humanities concentration. In addition, the division sponsors the Critical Languages program and concentrations in areas in which courses are offered primarily at Hamilton College, such as foreign languages.

Concentration Requirements. The minimum requirement of all concentrations sponsored by the division is seven courses and the senior project (usually one semester). The specific courses to be used to satisfy the concentration requirements will be determined by the student and an adviser from the division.

All students taking a concentration in the Humanities Division are strongly urged to develop reading skills in at least one language other than English. Students who expect to go on to graduate school should realize that they will very likely be expected to use one or more languages in addition to English in their graduate work.

A student should note that some concentrations require particular courses and/or more than the minimum number of seven.

Note: Before registering for any course offered by the division, check the college's statement on course numbers and prerequisites on pages 31–33 of this catalog. Be sure to get permission of the instructor where appropriate.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Art History

The requirement for concentration in art history is eight semester courses and the senior project.

Art History 101F-102S Survey of the History of Western Art. Fall semester: prehistoric art to the late Middle Ages. Spring semester: the Renaissance to the end of the nineteenth century. Emphasis during the fall semester will be on the development of the classical style and the nature of its survival and influence in the Christian Middle Ages. During the spring semester, the Renaissance as style and concept, and the decline of the classical tradition in the nineteenth century will be emphasized. The aim of the course is not only to familiarize students with the major works of Western art, but to introduce them to an art-historical approach and methodology. Students wishing to take 102 separately must have permission of the instructor. Open enrollment. R. Lieberman. (Offered in alternate years; next offered 1977–78.)

Art History 122S Twentieth-Century Painting. A survey of the major directions of twentieth-century painting. The primary emphasis will be on fauvism, cubism, expressionism, surrealism, and abstract expressionism. The course will be centered primarily on painting in France and Germany before the Second World War, and in the United States since 1945, but painting in Italy, England, and Spain will also be studied. R. Lieberman. (Offered in alternate years; next offered 1978–79.)

Art History 131F The Art of Greece. A survey of Greek art from the Bronze Age to the late second century B.C. Although Minoan and Mycenaean art will be considered at the beginning of the course, and Hellenistic art at the end, the concentration will be on the period

between 600 and 323 B.C. with particular emphasis on the fifth century. R. Lieberman.

Art History 199 Independent Study. Faculty.

Art History 211F The Renaissance in the North. The emphasis will be on painting in the Netherlands, France, and Germany, beginning with the international Gothic style in the late fourteenth century, then following the development of the northern style through the work of Jan van Eyck, Rogier van der Weyden, and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Brueghel, and the school of Fontainebleau in the sixteenth. R. Lieberman.

Art History 215F Italian Sculpture 1250–1490. The course will trace the stylistic development of sculpture in Italy from the early work of Nicola Pisano to the early work of Michelangelo; that is, through its Gothic and early Renaissance phases. The main emphasis will be on the work of Nicola, Giovanni, and Andrea Pisano, Brunelleschi, Ghiberti, and Donatello. R. Lieberman. (Offered in alternate years; next offered 1978–79.)

Art History 222F Romanesque and Gothic Architecture. The main problems to be considered are the evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as style will be analyzed, and models of basic structural forms will be built. R. Lieberman. (Offered in alternate years; next offered 1977–78.)

Art History 242S Twelve Buildings. The course is intended as an introduction to the history of architecture through the consideration of twelve buildings: the Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace, and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. R. Lieberman. (Offered in alternate years; next offered 1978–79.)

Art History 259F American Architecture. The course is designed as a survey of architecture in the United States from the earliest colonial times to the mid-twentieth century. The major topics to be considered are the originals of regional colonial styles, the extent and nature of European influence in the formation of Roman and Greek revival styles, the importance of architectural pattern books for nineteenth-century house design, the skyscraper, and the city. While the course will be organized topologically, careful attention will be given to individual architects, among them Bullfinch, Lafever, Richardson, Sullivan, Wright, and Kahn. R. Lieberman. (Offered in alternate years; next offered 1977–78.)

Art History 299 Independent Study. Faculty.

Art History 304S Michelangelo. A detailed survey of Michelangelo's works as architect, painter, and sculptor. Enrollment is limited to students who have had at least two semesters of art history. R. Lieberman. (Offered in alternate years; next offered 1977–78.)

Art History 399 Independent Study. Faculty.

Art History 499 Independent Study. Faculty.

Art History 500 Senior Project. Faculty.

History

A concentration in history will involve the student in an examination of how the historian thinks, works, and questions in studying the records of human activity. The courses available at Kirkland and at Hamilton provide work in American, European, and Asian history, ancient civilization, and the history of science. Concentrators may fashion their program broadly according to their interests and goals. The minimum requirements for the concentration are eight courses, including the senior project which may require one or two semesters depending on its scope and intent. Usually the program should include advanced work in more than one area or period. Proficiency in a foreign language or statistics is urged. Students interested in self-initiated concentrations are encouraged to include appropriate history courses.

History 100 Humanities Tutorial#2: History and Authority. For course description see tutorials section, page 34.

History 101F Historical Knowledge. This course is designed to acquaint the student with the complexity and richness of historical study. The major work of a single historian will be investigated in depth as the basis of further study of the nature of historiographic problems, the sociological and psychological influences which affect historical writing, and some of the various methods, theories, and philosophies of history. Open to freshmen and on a space-available basis to sophomores. P. Marcy.

History 112S Early Modern Europe. A survey of European history from the High Middle Ages to the rise of Absolutism. The course will consist of lectures and discussion. P. Marcy.

History 136S Modern Jewish History. An examination of the position of the Jewish people since the French Revolution. The various trends of Jewish thought — enlightenment, Wissenschaft, religious reform, nationalism, Zionism, socialism, assimilationism — will be analyzed. Other important topics will include the crisis of emancipation, Jews in America, the Holocaust, Jews in Russia, and the emergence of Israel. Faculty.

History 138S The Idea of the Family in History. An historical study of the evolution of the family as a social ideal and as an institution in Western Europe and America. The course will also serve as an introduction to the discipline of history by examining the usefulness for historical research of various types of evidence, such as art, film, and literature. The contribution of conceptual approaches from other disciplines such as anthropology, sociology, and psychology will also be explored. E. Barazzone.

History 163F The Origins of Medieval Society. Topics in European history from the decline of the Roman Empire through the tenth century, with particular emphasis on the Roman and Germanic contributions to medieval political, legal, social, and religious institutions. D. Miller.

History 164S The High Middle Ages. Europe from the eleventh through the fourteenth century, with particular emphasis on the evolution of the major institutions of medieval society. Priority given to students who have successfully completed History 163F. D. Miller. (Offered in alternate years; next offered 1977–78.)

History 199 Independent Study. Faculty.

History 215F Renaissance Europe. A survey of the economic, political, and intellectual nature of the Renaissance beginning in fourteenth-century Italy and moving on to northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of humanism. First-year students must have permission of the instructor. Faculty. (Offered in alternate years; next offered 1977–78.)

History 216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. D. Miller. (Offered in alternate years; next offered 1977–78.)

History 221F Tudor/Stuart England. A survey of the political and religious history of England from 1485 through the Glorious Revolution, with attention given to the intellectual and social-economic events of the period. The course includes informal lectures and some discussion. Open enrollment. P. Marcy.

History 222S Modern Britain. A survey of the political and social history of Britain from the Glorious Revolution to the post-World War I era. The course includes informal lectures and some discussion. Open enrollment. P. Marcy.

History 231F-232S American Cultural and Intellectual History. A survey of the relationship between selected ideas and their cultural settings in American history. The course is designed to examine ways in which Americans have used intellect—in the broadest sense—to

cope with the threats, challenges, and promises of a rapidly changing culture. Some familiarity with American political and economic history is recommended. A two-semester survey: 231 from colonial times to the Civil War; 232 from Reconstruction to the present. Preference in enrollment first to sophomores and juniors. Students wishing to take 232 separately must have the permission of the instructor. D. Locke.

History 236S The American as Reformer. A group study of several Americans (with some emphasis on women) who had in common a critical unwillingness to accept cultural values, roles, and assumptions of their times. The course will blend biography and social history in order to consider several related problems: the making of reform sensibility, the difference between meliorative or fundamental change, the importance of role, and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with permission of the instructor. D. Locke.

History 245F Modern European Intellectual History I (1640–1815). Topics to include the scientific revolution, philosophies of the modern state, secularism and skepticism, the Enlightenment, Goethe, and the pre-Romantics. E. Barazzone.

History 246S Modern European Intellectual History II (1815–1940). Topics will include the responses to industrialism, the Marxist challenge, the role of the intellectual, romanticism, racialism and nationalism, the rise of the social sciences and historicism, discovery of the unconscious, nihilism, existentialism. Prerequisite: Modern European Intellectual History I or permission of the instructor. E. Barazzone.

History 265F The Rise of Germany. A history of Germany from the Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1918. D. Miller.

History 271F The Evolution of Christian Thought. The development of Christian doctrines and ideas from the founding of the church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. D. Miller.

History 285F History of the European Lefts, 1815–1914. An historical study of the development of Marxism, socialism and anarchism, and syndicalism in nineteenth-century Europe. Major focus will be on the evolution of Marxism in its social and intellectual context. Subjects and figures to be dealt with in addition to Marx include utopian socialism, trade unionism and social democracy, Juares, Bernstein, and Bakunin. Lectures and discussions. E. Barazzone.

History 299 Independent Study. Faculty.

History 301F Social and Economic Change in Britain, 1688–1850. Those in the seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demographic change, the development of entrepreneurial skill, the agricultural revolution, and the social consequences of the first industrial revolution. P. Marcy.

History 303F The Victorians. Those in the seminar will study some of the major ideas and concepts which helped to shape the Victorian mind as well as investigate the social setting in which these ideas developed. Previous work in English history or literature is recommended though not absolutely essential. P. Marcy. (Offered in alternate years; next offered 1977–78.)

History 306S The Image of the American City. By an examination of novels, political tracts, sociological studies, and writings of settlement house workers, the course will focus on the variety of ways Americans have sought to condemn, accept, or deal with urban problems. Emphasis will be placed on the symbolic role of cities and on ways in which perception of their problems has historically limited available solutions. The course is intended for students who have done advanced work in at least one of the fields relevant to the course. D. Locke. (Offered in alternate years; next offered 1977–78.)

History 341F Women in Nineteenth-Century Europe. A study of the images and reality of women's roles and social position in the nineteenth century. The course will include major writers such as Mary Wollstonecraft, J. S. Mill, and Friedrich Engels. Topics such as the call for women's rights during the French Revolution, the impact of industrialism on the family, educational reform, and the suffrage movement will be studied. E. Barazzone.

History 346S Studies in Church History and Historical Theology. A seminar dealing with a different topic in the history of the Christian Church each year. Discussion of common reading and reports on students' research and reflection. Tentative topic for 1977–78: Dietrich Bonhoeffer and the church under Hitler. Preparation in Biblical studies or historical theology is required. D. Miller. (Offered in alternate years; next offered 1977–78.)

History 350S Studies in Modern European Intellectual History. A seminar dealing with a different topic in modern European intellectual history each year. Spring 1977 topic: Marx and Freud in terms of the study of man in society and an evaluation of their impact on twentieth-century attitudes toward rationality and purposive behavior. Tentative topic for 1977–78: the Enlightenment. Prerequisites: Modern European Intellectual, or History of the European Lefts,

or Marxism, or other suitable preparation in psychology, political theory, or philosophy. Permission of the instructor. E. Barazzone.

History 380S Ideas of History. The course, a study in the philosophy of history, will explore the problems of historical understanding, explanation, objectivity, causation, and determinism through examination of some of the major nineteenth- and twentieth-century philosophers of history. P. Marcy.

History 399 Independent Study. Faculty.

History 499 Independent Study. Faculty.

History 500 Senior Project. Faculty.

Humanities

A concentration in humanities is a student-initiated concentration for which the student and her adviser plan a coherent program integrating two or more disciplines from within the Humanities Division. In order to assure sufficient depth in so broad an undertaking, students and advisers are strongly encouraged to plan a concentration of no less than eleven courses, of which seven should be numbered 200 or above, and a senior project. The student must have an adviser who is a member of the division. If she is uncertain as to which Faculty member would be most appropriate given her interests, she should see the chair of the division.

The following are some *sample* humanities concentrations, listed with appropriate adviser or advisers, where applicable:

British Studies ..... P. Marcy
Renaissance Studies ..... R. Lieberman
Women's Studies ..... C. Rupprecht
Area Studies
  German, French ..... U. Colby
  Russian ..... P. Rabinowitz

Humanities 101F Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to concentrate in philosophy: the nature of the self, death, and existential ideas of choice and freedom. For freshmen and sophomores except by permission of the instructor. P. Morris. (Offered in alternate years; next offered 1977–78.)

Humanities 199 Independent Study. Faculty.

Humanities 299 Independent Study. Faculty.

Humanities 301F Painting and Poetry of the Nineteenth Century. An analysis of the relationship between literature, painting, and the decorative arts during the nineteenth century, primarily in England.

Among the subjects and figures to be considered will be Wordsworth, Constable, Keats, Turner, the Pre-Raphaelite Brotherhood, William Morris and the crafts movement, Swinburne, Ruskin, Pater, Huysmans, Wilde, Beardsley, and art nouveau. Prerequisites: two semesters in one of the disciplines, one in the other. This course will count toward a concentration in either literature or art history. G. Bahlke and R. Lieberman.

Humanities 320S Jung and Literature: Three Approaches. Extensive reading in the work of Carl Jung will precede study of selected literary texts from various periods. Jungian ideas on archetypes, on alchemy, and on dreams will be explored as three separate systems appropriate for the study of literature. Work will proceed by the comparative method and such texts as Marlowe's *Dr. Faustus* and Goethe's *Faust* will be read. Prerequisite: two semesters of literature, one semester of a related field — i.e. anthropology, psychology, or philosophy. This course will count toward a literature concentration. C. Rupprecht.

Humanities 399 Independent Study. Faculty.

Humanities 499 Independent Study. Faculty.

Humanities 500 Senior Project. Faculty.

Languages

A concentration in a foreign language requires at least seven courses above the elementary level and a senior project. A concentration in two or more foreign languages will be regarded as a student-initiated concentration, the requirements for which will be established by the student and her adviser. For specific language courses, see Hamilton course descriptions.

English 101F/101S Developmental Expository Prose. A study of the fundamentals of English grammar and usage, and the principles of composition. Students will be asked to do weekly writing assignments of varying lengths and types, to revise papers in accordance with the instructor's comments, and to consult regularly in conference on individual writing difficulties. Credit will be assigned on the basis of improvement over the course of the semester. Fall semester: Faculty. Spring semester: Faculty.

English 201F/201S Expository Prose. Group and individual instruction directed towards the improvement of those writing skills most essential to college work. Wherever possible, assignments will be designed to meet the student's particular needs and interests. Some attention will be given to the handling of source materials. Please contact the chair of the division before registering. Fall semester: (01) S. Lipmann; (02) E. O'Brien. Spring semester: (01) G. Bahlke; (02) C. Rupprecht.

Language 101-102, 201-202 Critical Languages. Each language offered in the Critical Languages program is taught as a group independent study in which students work mainly with recorded material and meet twice a week in small groups with a native speaker of the language. At the end of each term the students' progress and achievement are evaluated by an external examiner, usually a professor of that language. With a few exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by student interest and by the availability of native speakers, examiners, and suitable material. For the academic year 1976–77 the following will be offered: Chinese (Mandarin), Modern Greek, Hebrew, Italian, Japanese, Portuguese, Swedish, and Turkish. Since this program expects students to do a great deal of independent work, they must be highly self-motivated. Permission of the director is required. G. Miller.

Literature

A student may concentrate in literature by taking courses in one or more of the following: English, American, or foreign literature, either in the original language or in translation. The requirement consists of ten courses, including Senior Seminar in Literature (495), Senior Project (500), and Study of Literature: Critical Tools (297). Literature 297 is a requirement for all concentrators beginning with the class of 1978. Of the ten courses, only two numbered 199 or below may be used to fulfill the concentration, and all concentrators must include two courses numbered 300 or above in addition to the Senior Seminar in Literature (495) and the Senior Project (500). The Senior Seminar in Literature is usually taken during the fall semester of the student's senior year. If the student will not be in residence during this time, she may (1) ask the instructor's permission to take the course in absentia or (2) take a comparable course at another institution subject to approval by the literature staff.

A student concentrating in foreign literature may follow the procedure for the senior year as described above, or she may follow whatever procedure is agreed upon between her and her adviser.

Prerequisite for Hamilton English courses: Kirkland students wishing to take English 15 or any other higher numbered course at Hamilton must satisfy one of the following prerequisites:

1. Completion of Kirkland Literature 140 or Hamilton English 14.
2. Completion of any two literature courses at Kirkland or 1 course and AP credit.

Literature 100 Humanities Tutorial #1: The Brontes. For course description see tutorials section, page 33.

Literature 101F, S Introduction to Poetry. An introduction to the ways in which a poem achieves meaning. Emphasis throughout the semester will be on the thorough and careful reading of particular poems. Attention will also be given to the history of poetic kinds, the forms of poetic devices, and the views of poets on poetry. Fall semester: C. Rupprecht. Spring semester: E. O'Brien.

Literature 106S Twentieth-Century Fiction. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the writers to be discussed will be Joyce, Lawrence, Forster, Faulkner, Evelyn Waugh, Iris Murdoch, Elizabeth Bowen, Flannery O'Connor, and Muriel Spark. G. Bahlke.

Literature 111F The American Short Story. A study of the development of the genre of the short story in America from the beginning of the nineteenth century to the present. The course will emphasize not only literary history and the individual achievements of selected authors, but also the aesthetic principles of the art of fiction. Authors read will include Poe, Hawthorne, James, Irving, Melville, Crane, Faulkner, Hemingway, Barth, Coover, Barthelme. W. Hoffa (1976–77); E. O'Brien (1977–78).

Literature 113F Classical Myths—Contemporary Meanings. The course will emphasize Greek and Roman mythology with specific attention to those myths which have reappeared most noticeably in Western European literature. Some reference to Eastern mythologies will be made to stress the mythic perception of experience underlying all early cultural systems. Readings will include *Gilgamesh,* the Bible, Hesoid, Homeric Hymns, Ovid, and others. Open to freshmen and on a space-available basis to sophomores. C. Rupprecht.

Literature 115F Introduction to Greek Literature. This course will study works by Homer, Hesiod, Aeschylus, Sophocles, Euripides, and the lyric poets. Focusing attention on structural and moral principles, this course will analyze each text both as a unique artistic whole and as part of a self-conscious tradition. In order to compensate for the difficulty inherent in reading poetry in translation, students will be asked to consult several different translations. N. Rabinowitz. (Offered in alternate years; next offered 1977–78.)

Literature 123F The Tyranny of the Majority: Freedom and Conformity in European Literature. Alexis de Tocqueville used the phrase "the tyranny of the majority" to refer specifically to a problem in American democracy. But we find a similar tendency in Europe as well: social groups assert themselves, both politically and morally, and silence those who disagree. This survey of European literature from Stendhal to the present will examine literary characters whose principles differ from the norm, and who are consequently cast out or

crushed by society. In studying these individuals, we will pay particular attention both to the various reasons for their isolation and to the ways in which they face it. Simultaneously, the course will introduce the student to the development of prose literature from the traditional realism of the nineteenth century to the technical experiments of contemporary writers. Reading will include works by Stendhal, Flaubert, Tolstoi, Ibsen, Proust, Conrad, Mayakovsky, Nabokov, Ionesco, and Robbe-Grillet. P. Rabinowitz.

Literature 130S Twentieth-Century Fiction: British and Continental. An introduction to the critical analysis of literary texts. Readings will include works by Mann, Gide, Woolf, Conrad, and Faulkner. S. Lipmann. (Offered in alternate years; next offered 1977–78.)

Literature 140F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite for Kirkland students: two semesters of literature, or one A.P. credit plus one semester of literature, or one semester of literature and instructor's recommendation. (Equivalent to Hamilton English 14.) Fall semester: C. Rupprecht. Spring semester: S. Lipmann.

Literature 199 Independent Study. Faculty.

Literature 201F The American Pastoral. A survey of writing done by poets, novelists, explorers, native Americans, tourists, natural scientists, and visionaries in response to the physical and metaphysical dimensions of the American landscape. Much of this writing assumes the traditional form of the literary pastoral: a debate in the consciousness of the writer between Nature and Civilization; between a "simple" life lived in accordance with the rhythms and laws of a non-man-made world, and a "complex" life which imposes on the natural world the rational order and values of society, science, and art. A wide variety of writings from the fifteenth century to the present will be read, with major emphasis on the works of Jefferson, Lewis and Clark, Thoreau, Emerson, Whitman, Black Elk, Dickinson, Crane, Hemingway, Faulkner, Frost, and Roethke. Representations of the American landscape in painting, photography, and music will also be considered. W. Hoffa.

Literature 207F Tragedy. A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello, O'Neill, and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. N. Rabinowitz.

Literature 208S Dante, Petrarch, and Boccaccio. Readings will include *The Divine Comedy, The New Life,* selected tales from the *Decameron,* Petrarch's sonnets, and a selection of poetry by his followers in the fifteenth and sixteenth centuries. S. Lipmann.

Literature 211F Introduction to European Literature. This course is designed to acquaint the student with the broad outline of the development of European literature by means of a selection of characteristic nonfiction lyric, epic, and dramatic works from the Middle Ages through the eighteenth century. Readings will be drawn from such writers as Dante, Chretien de Troyes, Petrarch, Erasmus, Marlowe, Donne, Racine, and Goethe. S. Lipmann. (Offered in alternate years; next offered 1977–78.)

Literature 214S Forms of Modern European Drama, 1870–. An exploration of the possibilities and limitations of drama as an expressive and mimetic mode in the twentieth century. Readings to include selected works by Ibsen, Strindberg, Chekhov, Brecht, Sartre, Beckett, and Stoppard. U. Colby.

Literature 217F The Renaissance Image of Man. This course will examine changing views of man as reflected in major works of Renaissance literature, Continental and British. After acquiring some background in the Renaissance conception of the world and man's place in it, we will consider several works that embody the idealism of the earlier Renaissance, including Castiglione's handbook, *The Courtier;* Book I of Spenser's *The Faerie Queen;* and selections from pastoral literature and love poetry. In the second half of the course, we will read works in which this idealism is seriously questioned, among them Machiavelli's *The Prince,* Shakespeare's *King Lear,* and Cervantes' *Don Quixote*—works in which the protagonists go mad; and the *Essays* of Montaigne, who asked "What do I know?" Finally, we will read two plays that portray man as an actor in the theater of the world, Shakespeare's *The Tempest* and Calderon de la Barca's *Life is a Dream.* S. Lipmann.

Literature 222S Literature of the Nineteenth-Century American Woman. The literary work as a response to and an expression of the situation of women in nineteenth-century America will be explored through a reading of Emily Dickinson, Sarah Orne Jewett, Kate Chopin, Edith Wharton, and others. The study of common themes and problems will be balanced by a consideration of regional, economic, and cultural variables as they relate to individual perceptions and literary modes. The works will also be considered in relation to those of contemporary male writers. E. O'Brien.

Literature 223F American Literature in the 1920's. A survey of selected works written by American authors during the historical period bounded roughly by the end of World War I and the beginning

of the Depression, about 1918 to 1929. The course will examine representative achievements in fiction, drama, and poetry, though the primary emphasis will be on short story and the novel. Consideration will be given to the popular culture of the era as well as to the social and intellectual forces which form the background for these works. Authors read will include Faulkner, Anderson, Hemingway, Fitzgerald, Lewis, O'Neill, Wharton, and Dos Passos. W. Hoffa. (Offered in alternate years; next offered 1977–78.)

Literature 224S American Literature in the 1930's. A survey of writing between the 1929 stock market crash and the bombing of Pearl Harbor in 1941. The course will explore a wide range of novels, plays, essays, and stories. Such authors as Dos Passos, Farrell, Wright, Wolfe, Hemingway, Faulkner, Roth, Steinbeck, and Odets will be read to establish the style, mood, and conscience of the decade. W. Hoffa. (Offered in alternate years; next offered 1977–78.)

Literature 227F The Harlem Renaissance. The cultural movement experienced by Afro-Americans in Harlem during the 1920's was labeled the "Harlem Renaissance." Others then, and now, disputed the label and denied the occurrence. The musical, artistic, social, and economic aspects of this rich and controversial topic will be explored, but chief emphasis will be on the prose and poetry of the period. Authors studied will include Countee Cullen, Claude McKay, Langston Hughes, James Weldon Johnson, Wallace Thurman, Zora Neale Hurston, Jean Toomer, Rudolph Fisher, Jessie Fausset, Nella Larsen, Arna Bontemps, and Carl Van Vechten. C. Rupprecht. (Offered in alternate years; next offered 1977–78.)

Literature 228S The Caged Bird Sings: Voices of Black Women in American Literature. The course will focus on literature created in America by black women. Readings will include some poetry and drama, but primary emphasis will be on prose: short stories, novels, biography, and autobiography, by and about Phyllis Wheatley, Nella Larsen, Jessie Fausset, Harriet Tubman, Zora Neale Hurston, Lorraine Hansberry, Nikki Giovanni, Maya Angelou, Ann Petry, Gwendolyn Brooks, Sara Wright, Sonia Sanchez, and Angela Davis. Some attention will be paid to representations of black women in other American works like Ernest Gaines' *The Autobiography of Miss Jane Pittman*. C. Rupprecht.

Literature 233F Three Women Novelists. This course will be an intensive examination of the novels of Jane Austen, George Eliot, and Virginia Woolf. Readings will include representative works of each, some theory of the novel, and some recent attempts at feminist literary criticism. We will consider the treatment of women and society in these novels, but that will not be our exclusive concern; in addition, we will try to understand the works themselves as artistic

wholes and their place in the development of the novel. N. Rabinowitz.

Literature 241F-242S The Nineteenth-Century American Novel. The first semester will focus on the romance-novel which dominated the first half of the century. In addition to developing a definition of "romance" and examining its applicability to the American novel, we will consider uses of history; ideas of frontier, Manifest Destiny, and progress; and concepts of American identity. The second semester will examine the social novel and the rise of realism, with particular attention to the female protagonist, point of view and narrative technique, and the American in an international context. Questions of novelistic structure and technique will be considered in both semesters. Authors to be studied will include Hawthorne, Melville, Twain, Howells, James, Wharton, Crane, and Dreiser. E. O'Brien. (Offered in alternate years; next offered 1977–78.)

Literature 243F English Poetry of the Renaissance and the Twentieth Century. This course will begin with a review of the problems involved in the analysis of poetry. Such aspects of poetry as imagery, metaphor, diction, tone of voice, meter, form, and structure, will be isolated while their function in individual poems will be explored. The models for this part of the course will be drawn largely from sixteenth- and seventeenth-century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English Renaissance and the twentieth century, which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, Eliot, and Dylan Thomas. Prerequisite: one semester course in poetry, or permission of the instructor. G. Bahlke. (Offered in alternate years; next offered 1977–78.)

Literature 251F The Hero as Failure. Nineteenth-century Russian literature presents a recurring image of a weak male hero unable (intellectually, emotionally, and sexually) to come to terms with a stronger and more adaptable woman. This course will examine this theme in detail, viewing it both as a reflection of Russian attitudes toward love and as a metaphorical expression of the political frustration faced by enlightened intellectuals in a repressive society. Included will be novels, short stories, plays, and criticism by Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoevski, Chekhov, and others. P. Rabinowitz. (Offered in alternate years; next offered 1977–78.)

Literature 252S Women in English Fiction. What is the relation between the novel and the changing social position of women? This course will examine the question from two viewpoints: women's roles in the action of individual novels, and the ways in which such a

social change forces novelists to develop new forms to accommodate it. Readings will be drawn from Richardson, Austen, Eliot, Hardy, and Woolf. N. Rabinowitz. (Offered in alternate years; next offered 1977–78.)

Literature 254S The Heroic Ideal: The Changing Pattern in Greek Literature. An intensive study of the Greek concept of heroism. We will examine the model established by Homer and the ways it is changed by succeeding generations of writers. Particular stress will be placed on the differences between heroes in epic and tragedy, as well as the ways in which the self-conscious parodies of Euripides and Aristophanes shed light on this change. Readings will include some theoretical discussions, as well as works by Homer, Pindar, Aeschylus, Sophocles, Euripides, Aristophanes, and Thucydides. N. Rabinowitz.

Literature 257F American Literature: 1885–1915. A study of representative works in American literature at the turn of the century, the course will include poetry, short fiction, novels, and autobiography. Some attention will also be given to developments in American history and culture as one source of the conflicting values embodied in the literature. Authors to be studied will include Howells, Twain, James, Wharton, Crane, Norris, Robinson, and Frost. E. O'Brien.

Literature 266S The Eighteenth-Century English Novel. A study of the development of the novel from Defoe to Austen. Questions of narrative method, concepts of character, the mock-heroic, and the sentimental will be among major issues. The novels to be considered will include *Moll Flanders, Pamela, Tom Jones, Tristram Shandy,* and *Emma*. E. O'Brien.

Literature 275F Fielding and Swift: An Introduction to the Eighteenth Century. The study of Fielding and Swift offers an entertaining and comprehenisve introduction to the representative literary forms of the eighteenth century. Readings from their works will include novels, farce and burlesque, political and social satire, and journalism in conjunction with relevant biographical and historical materials. E. O'Brien. (Offered in alternate years; next offered 1977–78.)

Literature 286S The Contemporary American Novel. An examination of selected novels written in the last three decades by novelists who began their careers after the conclusion of World War II. Authors read will include Nabokov, Morns, Bellow, Mailer, Hawkes, Barth, Purdy, Updike, Pynchon. Prerequisite: a strong knowledge of the literary history and theory of the novel in nineteenth and twentieth century American, British, and Continental literature. W. Hoffa.

Literature 288S German Fiction in the Twentieth Century. Major novels by two generations of writers in an era scarred by two world

wars and the holocaust. Readings to include works by Hesse, Mann, Boell, Grass, and Lenz. U. Colby. (Offered in alternate years; next offered 1977–78.)

Literature 290W The Oresteia. Critics have noted that the *Oresteia,* Aeschylus' only surviving trilogy, is built on a consistent pattern of imagery that parallels and supports the larger movement of the plays. When discussing the work, then, it should be possible through intensive, close reading to discover and understand the imagery and to see how it contributes to the effect of the whole. In this course, students will attempt such a reading, comparing several translations, studying the criticism, and finally preparing an analytic paper using the skills developed in class. N. Rabinowitz.

Literature 297F, S The Study of Literature: Critical Tools. The purpose of this course is to help the student develop her interest in literature by surveying the various kinds of questions that can be asked about it. The course will begin with the ways in which the reader's immediate responses can be developed into a coherent interpretation. We will then consider such broader problems as the following: how can a work be related to the life of its author, to other literary works, and to other disciplines, including philosophy, history, and psychology? These different approaches to literature will be applied to several novels, poems, and plays. Students will develop individual projects in conference with other members of the course and report on their experiences in carrying them out. The student should thus learn to react to literature in a more sophisticated way and to develop a critical outlook which is both personal and systematic. This course is required for all literature concentrators, starting with the class of 1978. P. Rabinowitz.

Literature 299 Independent Study. Faculty.

Literature 303F Modern Poetry. A detailed consideration of three major poets, W. B. Yeats, T. S. Eliot, and W. H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. G. Bahlke.

Literature 304S Modern Poetry. A careful consideration of ideas and techniques in selected poems by modern British and American poets from G. M. Hopkins to Ted Hughes. Among the figures to be read will be Lawrence, Thomas, Gunn, Frost, Stevens, cummings, Roethke, Lowell, and Wilbur. (This course does not duplicate the material of the fall semester course in modern poetry and may be taken either as a continuation of the earlier course or separately from it.) G. Bahlke.

Literature 305F Seminar: The Novels of E. M. Forster and D. H. Lawrence. The course will explore the fusion of social and visionary

modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's "Italian" novels (*Where Angels Fear to Tread, A Room with a View*) will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel.* Lawrence's theoretical writing will constitute background for a reading of *Sons and Lovers* and *The Rainbow.* Forster's *Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth-century literature. Limited to 15. G. Bahlke.

Literature 308S Herman Melville. A study of the major novels and short fiction from *Typee* to *Billy Budd,* the course is designed for students interested in exploring the full range of Melville's fiction. The works will be treated chronologically in conjunction with basic biographical materials in an effort to bring into focus Melville's ever-changing form of "truth-telling" and its relation to his evolving vision of life. That vision will also be considered in relation to its nineteenth-century American context. Readings will include: *Typee, Omoo, Redburn, White-Jacket, Moby-Dick,* "Benito Cereno," "Bartleby," "The Piazza," *The Confidence-Man,* and *Billy Budd.* E. O'Brien. (Offered in alternate years; next offered 1977–78.)

Literature 310S Studies in European Epic. A reading of three major secondary epics—Virgil's *Aeneid,* Tasso's *Jerusalem Delivered,* and Milton's *Paradise Lost*—prefaced by the *Iliad.* Problems of genre and literary history will be dealt with explicitly. S. Lipmann. (Offered in alternate years; next offered 1977–78.)

Literature 311F Realism. An exploration of this frequently used concept of criticism in particular relation to the nineteenth century and to a selection of British and Continental novels often associated with it. Major works by some of the following writers will be read and discussed: Stendhal, Austen, Flaubert, Dickens, George Eliot, Thackeray, Trollope, Turgenev, Tolstoy, Dostoevski. U. Colby. (Offered in alternate years; next offered 1977–78.)

Literature 312S Realism. Through a reading of selected major novels from European, British, and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of the depiction of reality. The figures to be read will include Joyce, Gide, Woolf, Kafka, Camus, Mann, Faulkner, and Bellow. G. Bahlke. (Offered in alternate years; next offered 1977–78.)

Literature 321F/322S Shakespeare. A reading of Shakespeare's plays and poetry, in conjunction with a variety of British and Continental works that will provide thematic, generic, and historical con-

texts. Fall: histories and tragedies. Spring: comedies and romances. Freshmen admitted by permission of the instructor only. S. Lipmann.

Literature 325F/326S American Comedy. A survey of writings from the seventeenth century to the present which emphasizes the incongruity between American ideals and the historical facts of the American experience, for the purpose of producing laughter and reconciliation. While the primary emphasis will be upon "literary" materials, consideration will be given to the American comic vision as it has also been expressed in the cartoon, cinema, radio, and television. Fall: a study of the various schools of American humor of the eighteenth and nineteenth centuries which led to the artistic achievement of Samuel Clemens, America's greatest "humorist." Authors read will include Franklin, Irving, Brackenridge, Bierce, Clemens, and Ade. Spring: a study of urban-ethnic humor, the *New Yorker* writers, "black" humor and contemporary fiction, as well as radio, cinema, and TV comedy. Authors read will include Lardner, Faulkner, Thurber, Barth, Pynchon, and Heller. Students will be asked to keep a journal and submit several formal essays. Those who have taken 325 will be given preference in admission to 326. W. Hoffa.

Literature 327F-328S Romanticism. An attempt to come to an understanding of romanticism as an esthetic, religious, philosophical, and psychological phenomenon. Continental, British, and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe, and Hawthorne. Students are strongly encouraged to take both semesters; admission to Literature 328 by permission of the instructor only. U. Colby. (Offered in alternate years; next offered 1977–78.)

Literature 334S The Poetry of D. H. Lawrence and Dylan Thomas. The seminar will involve both careful and extensive reading and discussion of these two poets in an attempt to define an aesthetics directed toward the illumination of salient characteristics of each one's work, and thus the underlying similarities and differences between the two. Prerequisite: one semester course in poetry or permission of the instructor. G. Bahlke. (Offered in alternate years; next offered 1977–78.)

Literature 335F Ezra Pound and Wallace Stevens. An explication of their major poetry which will involve not only close textual analysis but also consideration of the public roles and private lives of each poet. Students should bring to the course some experience in the close reading of poetry as well as an awareness of English and European literary history. W. Hoffa. (Offered in alternate years; next offered 1977–78.)

Literature 337F Drama in Drama. In this course, we will read a selection of plays that are concerned with the drama itself and its

relation to life, including works by Shakespeare, Calderon, Moliere, Kleist, Pirandello, and Wilder. We will examine such formal devices as the play-within-a-play, as well as the twin metaphors of the world as stage and life as dream. Some attention will be given to theoretical discussions of self-referring drama, such as Lionel Abel's *Metatheatre*. In conclusion, we will consider internal dramatization in light of self-reference in other art forms, and will look briefly at the use of theatrical metaphors in academic discourse. Juniors and seniors only. S. Lipmann. (Offered in alternate years; next offered 1977–78.)

Literature 338S The Comedy of Terrors. Paradoxically, some of the starkest visions of the human condition are presented in comic terms. This course will examine the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the different reasons (psychological and philosophical) why writers have been attracted to this device. Readings will include works by Shakespeare, Gogol, Dostoevski, Twain, Nathanael West, Nabokov, Ayme, and others. P. Rabinowitz. (Offered in alternate years; next offered 1977–78.)

Literature 343F The Detective Story: Tradition and Experiment. The detective story format has provided many writers, both popular and serious, with a basic structure on which to build. Yet it continually receives new life from writers who manipulate conventional elements to produce new aesthetic effects and to argue a variety of political and philosophical positions. This course will survey a broad range of works, from established detective classics to more avant-garde, post-war experiments with the genre. Included will be readings by Sophocles, Dostoevski, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, and Cortazar. P. Rabinowitz. (Offered in alternate years; next offered 1977–78.)

Literature 347F American Regional Literature. An exploration of regionalism in American literature, the course will be concerned both with the best of the "local color" literature which flourished in the late nineteenth century and with literature which defies such categorization but which nonetheless has deep regional roots. Major issues will include the vanishing frontier, the importance of place and history in the American identity, and embodiments and distortions of American values. Questions of literary form and its relation to regionalism will also be raised in the study of poetry, short fiction, and novels. Authors to be studied will include Frost, Jewett, Faulkner, Twain, Cather, Anderson. E. O'Brien.

Literature 356S Studies in Russian Realism: Dostoevski and Chekhov. Although these two nineteenth-century artists come out of a single tradition, they represent vastly different approaches to literature. Dostoevski's huge, sprawling novels, which border on the

fantastic, penetrate the psychological and philosophical extremes of the human condition. Chekhov's intimate, carefully wrought short stories and plays, in contrast, examine more ordinary experiences. By viewing them together, we can better understand both their opposing aesthetic principles and their radically differing philosophical positions. Readings will include at least three of Dostoevski's large novels, at least three of Chekhov's plays, and a large number of shorter works by both writers. P. Rabinowitz.

Literature 399 Independent Study. Faculty.

Literature 401F Seminar: James Joyce. A study of the development and shifting emphases of Joyce's art through close reading and discussion of *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and selected passages from *Finnegans Wake*. The greater part of the course will be given to *Ulysses*. Enrollment limited to 15. G. Bahlke. (Offered in alternate years; next offered 1977–78.)

Literature 402S Seminar: Virginia Woolf. The purpose of the seminar will be to explore the way in which Virginia Woolf attempted new technical approaches to the problem of representing reality adequately in the form of the novel and to define simultaneously the major concerns in her writing. The concentration on the work of a single novelist in the seminar should make it possible to pursue the various directions her writing took from *Jacob's Room* to her last novel, *Between the Acts*. Enrollment limited to 15. G. Bahlke. (Offered in alternate years; next offered 1977–78.)

Literature 406S Seminar: Henry James. A survey of the literary achievement of Henry James, the seminar will read selected stories, novels, essays, and letters drawn from the major phases of James' long career. In addition, critical biographies and literary criticism will be read in an effort to understand James' place in American, British, and Continental literary history and theory. W. Hoffa.

Literature 495F Senior Seminar: Romanticism. A study of poetic and critical writings by selected British and Continental authors, 1770–1835.The seminar will attempt to arrive at a comprehensive working definition of "romanticism" as a literary movement and a literary classification. We will concentrate upon the authors' assumptions about art, form, nature, human nature, and faith as expressed in and by their works. Participants in the seminar will be asked to bear major responsibility for maintaining its quality and interest. Students, working singly or in pairs, as they choose, will prepare two reports to present to the seminar. These reports are intended to stimulate and guide the discussion of the entire group. In addition, each student will select some aspect of the semester's work for more intensive study. This will normally result in a paper of approximately 15–20 pages, to be submitted one week before classes end, so that students may respond to each other's work. Required of seniors concentrating in

literature. Open to seniors at Kirkland and Hamilton who are concentrating in any area of the humanities and have had four previous semesters of literature in any language. U. Colby.

Literature 499 Independent Study. Faculty.

Literature 500 Senior Project. Faculty.

Philosophy

The purposes of the concentration in philosophy are: to gain skill in the use of logical argument and in the use of philosophical methods of clarification, criticism, and organization of discourse; to become acquainted with the most important systems of thought in the history of philosophy; and to gain a balanced understanding of the central problems of metaphysics, ethics, and epistemology through that historical and systematic approach.

A concentration in philosophy consists of eight courses in addition to the senior project. Students concentrating in philosophy must include one semester of logic (Kirkland Philosophy 141 or Hamilton Philosophy 24) and a year course in the history of Western philosophy (Hamilton Philosophy 21F-23S). Since the latter is a prerequisite for many upper-level courses, it should be taken in the sophomore year. In addition, concentrators will be expected to exhibit advanced knowledge of at least two of the following (both may be, but need not be, chosen from the same category): (a) major philosphical thinkers (e.g., Plato, Hume, Sartre); (b) major philosophical movements (e.g., pragmatism, analytic philosophy, phenomenology, and existentialism); or (c) periods (e.g., medieval, eighteenth-century empiricism, seventeenth-century continental rationalism). The senior project, a one semester independent study, should reflect a specific focus of interest within the field of concentration. Note: not more than one of the Kirkland courses numbered Philosophy 140 and below may be counted toward a concentration in philosophy.

Philosophy 102S Introduction to Philosophy. An introduction to philosophical problems and methods. Topics will include the evaluation of arguments, the justification of knowledge claims, the existence of other minds, freedom of the will and the possibility of morality, and a current moral issue. Readings will be taken from traditional as well as contemporary philosophers. Students may not receive credit for both Hamilton Philosophy 11 and Philosophy 102. E. Potter.

Philosophy 111F Knowledge and Self-Knowledge. An introductory exploration of the distinctive claims of knowing based upon the appeals to reason, experience, and intuition. Discussion of the ways in which self-knowledge and self-identity are defended in theory and

struggled for in practice. Evaluation based on class participation and written assignments. E. Potter.

Philosophy 114S Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger, and others. For freshmen and sophomores, except by permission of the instructor. P. Morris.

Philosophy 141F, S Critical Reasoning and Contemporary Rhetoric. An introduction to the methods of reasoning and argumentation. We shall begin with a consideration of the commonly used patterns of argument, including a study of the common fallacies involved in such arguments. We shall then use what we have learned to critically evaluate some of the common techniques used in advertisements, political speeches, and textbooks. Finally, we shall consider what constitutes an adequate explanation from the scientific point of view. R. Werner.

Philosophy 199 Independent Study. Faculty.

Philosophy 201F Philosophy of Mind. Critical discussion of problems in the philosophy of mind, including the problem of personal identity. Historical, rather than contemporary, in emphasis. E. Potter.

Philosophy 202W The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite: Hamilton 21F. (Equivalent to Hamilton 22W.) E. Potter.

Philosophy 219F Introduction to Ethics. An examination of the principal normative ethical theories with an eye toward answering such questions as: "Are moral values absolute, or are they relative?" "Can one ever act unselfishly?" "What makes right acts right?" "What is the relationship between the good life and the moral life?" and "Why not act amorally?" Readings will include such historical sources as Plato, Aristotle, Butler, Kant, Mill, and Dewey as well as contemporary writers. R. Werner.

Philosophy 220S Contemporary Moral Issues. A philosophical investigation of some current controversies concerning social ethics. Topics to be covered include the problems of world starvation, environmental crisis, the legitimacy of war and use of violence, the abortion controversy, changing sex roles in contemporary society, the institution of marriage, and finally, the prospect for human survival in the modern world. R. Werner. (Offered in alternate years; next offered 1977–78.)

Philosophy 222S Aesthetics. Clarification of some of the principal contemporary philosophical issues concerning the nature and function of the work of art. In the spring of 1977 special consideration will be given to the nature of cinematic space and time; the nature of film

symbolism; and realism, unrealism, and surrealism in film. In addition to the regular meetings for discussion of philosophical readings, students will be asked to participate in meetings with artists and teachers who represent various forms of art, and to attend films and other types of artistic events. P. Morris.

Philosophy 244S Marxism. An investigation of the philosophical foundations of Marxism. Primary emphasis will be on the development of Marx's thought (up to and including the *Communist Manifesto)* as understood against the philosophical background of Hegel and Feuerbach. R. Werner. (Offered in alternate years; next offered 1977–78.)

Philosophy 245F Seventeenth-Century Philosophy. Consideration of some of the central concerns of the major philosophers of the seventeenth century: Descartes, Spinoza, Locke, and Leibniz. E. Potter.

Philosophy 249F Kierkegaard and Nietzsche. These nineteenth-century thinkers are considered to be among the most important forerunners of the existentialist movement. Selected basic works will be examined comparatively and critically. P. Morris. (Offered in alternate years; next offered 1977–78.)

Philosophy 256S Topics in Philosophy of Psychology. In the spring term of 1977, the topic will be "Psychological Perspectives on Human Nature and Human Values." Readings from Aristotle, Freud, Skinner, Rogers, and Piaget. Evaluation based on class participation, written assignments, and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C. Frazer.

Philosophy 268S Recent Ethical Theory. An investigation of the principal twentieth-century "metaethical" theories focusing on the meanings of ethical terms and the justification of ethical judgments. The main concern will be to answer the questions: "Is a philosophical investigation of ethics at all possible?" and "If so, what then must ethical theory be like?" Readings from G. E. Moore, C. L. Stevenson, R. M. Hare, W. K. Frankena, and others. Prerequisite: one course in philosophy or permission of the instructor. (Equivalent to Hamilton Philosophy 45.) R. Werner.

Philosophy 278S Socrates and Plato. A study of Plato's early and middle dialogues with primary emphasis upon methodology and metaphysics, ethics and moral psychology, social and political philosophy. We shall also examine the theories of the Sophists in an attempt to better understand the teachings of Socrates and Plato. R. Werner.

Philosophy 299 Independent Study. Faculty.

Philosophy 320S Pragmatism. An intensive investigation of the major American pragmatists — C. S. Peirce, William James, John Dewey, and C. I. Lewis. The emphasis will be on pragmatism as a developing movement rather than on these men as isolated philosophers. We shall deal with such issues as epistemology, metaphysics, and theory of value. Readings will also include works which influenced the pragmatic movement as well as the writings of recent descendants of pragmatism. Prerequisite: two courses in philosophy or permission of the instructor. R. Werner. (Offered in alternate years; next offered 1977–78.)

Philosophy 329S Phenomenology and Existentialism. A study of one of the two major branches of twentieth-century philosophy. Topics will include the phenomenological method, the problem of other minds, structures of human consciousness, concepts of being, emotion, choice, and action. Major figures to be covered will include Husserl, Heidegger, Jaspers, Sartre, and Merleau-Ponty. Prerequisite: one year of the history of philosophy (Hamilton 21F-23S) or permission of the instructor. P. Morris.

Philosophy 333F Plato and Aristotle. We shall begin with an examination of Plato's later dialogues, seen primarily as an attempt to both counter the theories of the Sophists and answer the criticisms of the Theory of Forms as found in Plato's *Parmenides*. We shall then use our investigations as a foundation for understanding the development of Aristotle's metaphysics, epistemology, and philosophy of language as found in the *Organon* and later works. Prerequisite: Philosophy 21 or Philosophy 278 or permission of the instructor. R. Werner. (Offered in alternate years; next offered 1977–78.)

Philosophy 334S Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness;* one or more of his brief early works will also be discussed. Prerequisite: one year of the history of philosophy (Hamilton 21F-23S) or permission of the instructor. P. Morris. (Offered in alternate years; next offered 1977–78.)

Philosophy 339F Hume Seminar. Reading and discussion of Hume's major philosophical works and selections from his history and essays in order to explore the relationship between Hume's skepticism and his substantive knowledge claims. Seminar format would include both written and oral presentation by each student. Prerequisite: one year of the history of philosophy (Hamilton 21F-23S) or permission of the instructor. C. Frazer.

Philosophy 342S Kant: "What can I know?" A critical discussion of Immanuel Kant's theory of knowledge. The primary reading for the course will be *The Critique of Pure Reason* and recent commentaries. Basis for evaluation to be decided by the class. Prerequisite:

one year of the history of philosophy (Hamilton 21F-23S) or permission of the instructor. E. Potter.

Philosophy 399 Independent Study. Faculty.

Philosophy 499 Independent Study. Faculty.

Philosophy 500 Senior Project. Faculty.

SCIENCES DIVISION

Concentration Requirements. Students may concentrate in the following subject areas: the life sciences, chemistry, geology, history of science, mathematics, or physics. A variety of specializations are available in the life sciences including biology, zoology, and botany. A concentrator in mathematics may emphasize computer science, pure mathematics, statistics, or any of several other areas in mathematics. Students may combine two or more disciplines to concentrate in an interdisciplinary program in the sciences. It is the policy of the Sciences Division to welcome student-initiated interdisciplinary concentrations.

A concentration in the Sciences Division shall consist of:

1. A minimum of eight semester courses in the field of concentration.
2. The senior project (Science 500). The senior project in the Sciences Division, normally initiated in the fall of the senior year, serves as a focus and culmination of the student's major program. The Sciences Division encourages senior projects consisting of original laboratory research or field work. The project will involve a research paper or a laboratory report in addition to an oral presentation of the material.

Note: Before registering for any course offered by the division, check the college's statement on course numbers and prerequisites on pages 31–33 of this catalog. Be sure to get permission of the instructor where appropriate.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Science Tutorials

History of Science 100 Science Tutorial #1: Technology and Society. For course description see tutorials section, page 34.

Science 100 Science Tutorial #2: Foundations of Modern Biology. For course description see tutorials section, page 35.

History of Science

History of Science 101F Mind and Matter. Is the organic world best described by the physio-chemical properties of matter? Or does its order, its uniqueness, its mystery, suggest the need for additional concepts? These questions underlie the constant tension between mechanistic and vitalistic theories in biology. This course will examine the origin of vitalistic and mechanistic explanations in biology and their expression in seventeenth-century physiology, eighteenth-century embryology, nineteenth-century evolutionary theory, and twentieth-century molecular biology. Evaluations based on knowledge of assigned reading, a series of short essays, and classroom discussion. R. Rinard. (Not offered 1976–77.)

History of Science 123F Scientific Revolution. Modern science began a revolutionary change in the understanding of the natural world in the seventeenth century. This course will investigate the rise of a mechanical world view and will explore the cultural consequences. Attention will be given to the works of Copernicus, Kepler, Bacon, Galileo, and Newton. Evaluation based on written essays, class discussion, and knowledge of assigned reading. R. Rinard.

History of Science 127F Ancient Science I. Emergence of science from a complex of myth, religion, and magic. Topics will include: the Pyramids and the enigma of Stonehenge; pre-Socratic rationalism and Pythagorean number-mysticism; Plato's *Timaeus;* the Aristotelian cosmos; Lucretius and atomistic thought. Far Eastern concepts will be considered where possible. This course is designed primarily for freshmen and sophomores. Open to upperclassmen with the understanding that standards applied for evaluation or grading will be modified accordingly. Class limit 30. N. George.

History of Science 128S Ancient Science II. Early biological thought, with emphasis on Greek biology and medicine. Works of Hippocrates, Aristotle, and Galen, with some study of Eastern and Near Eastern concepts. No prerequisite, but Ancient Science I or a course in classical antiquity or philosophy is recommended as background. N. George.

History of Science 199 Independent Study. Faculty.

History of Science 222S Occult and Pseudosciences. A survey of witchcraft, physiognomy, phrenology, and animal magnetism continuing into nineteenth-century spiritism and "psychic science." The final weeks of the course will be devoted to an investigation of developments in ESP and related phenomena of parapsychology. Emphasis on the interplay of occult and pseudoscientific thought and the state of "legitimate" science. Priority to sophomores and juniors; seniors by permission of the instructor. Class limit 30. N. George.

History of Science 299 Independent Study. Faculty.

History of Science 301F Seminar in the History of Alchemy and Early Chemistry. Detailed analysis of some major alchemical and protochemical texts. Representative topics: the *Tabula Smaragdina* and the mystical school of alchemists; Geber, the *Summa Perfectionis* and alchemy as practical chemistry; Michael Maier's *Atlanta Fugiens* and alchemical graphics; Jung's alchemical archetypes; Boyle's *Sceptical Chymist* and the decline of alchemy; Paracelsus and the iatrochemists. Limited to 15 students; priority to juniors and seniors with science or history of science background; sophomores with permission of the instructor. N. George.

History of Science 304S Problems in the History of Contemporary Science. A seminar in the identification and analysis of important developments in twentieth-century science. Students may choose one of three major tracks: (1) science and society (2) change in scientific thought (3) cultural aspects of science. Each group will work out, with the instructor, a list of important topics, and individual members of the group will assume responsibility for a topic to be presented as a paper at the end of the term. Groups will meet independently to discuss progress reports; one lecture weekly will deal with areas of common concern for all groups. Limited to 15 students; priority to juniors and seniors with science or history of science background. N. George. (Offered in alternate years; next offered 1977–78.)

History of Science 313F The Warfare of Science and Religion. "When we consider what religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them." Alfred North Whitehead. To aid in such a decision, this course will examine the historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. Lecture and discussion, with evaluation based on knowledge of material as shown by written work and class participation. Open to sophomores, juniors, and seniors. R. Rinard.

History of Science 314S The Darwinian Revolution. An examination of the history of evolutionary concepts. Topics to be covered include Darwin, the man and his work, pre-Darwinian evolutionary concepts of Lamarck and others, and the cultural impact of the *Origin of Species* and post-Darwinian debates about the mechanism of evolution. Evaluations will be based on class discussions, knowledge of assigned reading, and a research paper. R. Rinard.

History of Science 316S Seminar in Seventeenth-Century Science: Newtonian Science. An in-depth continuation of alternating topics in the Scientific Revolution. Topic for 1976–77: Newtonian

science. Isaac Newton is the pivotal but mysterious figure of the Scientific Revolution. How can the author of the *Principia,* the document on which modern science stands, be also involved with alchemical and mystical speculation and write biblical commentaries? How does this come together to form Newtonian science and how does this Newtonian science conquer the Continent in the eighteenth century? Evaluations based on class discussions, work with primary documents, and a class report. R. Rinard.

History of Science 399 Independent Study. Faculty.

History of Science 499 Independent Study. Faculty.

History of Science 500 Senior Project. Faculty.

Mathematics

Mathematics 160F, S Introduction to Computing. No prerequisite. An introduction to programming and computing. Emphasis will be on problem solving and data analysis in the social and physical sciences. Includes an introduction to simulations on the computer as well as discussions of data processing and other nonnumerical problems. Credit will not be given for both Mathematics 160 and Hamilton Mathematics 17. R. Ellison.

Mathematics 199 Independent Study. Faculty.

Mathematics 250F Advanced Techniques in Programming. Structured programming using PL/I. Use of system utilities, storage devices, and language processors. Topics in machine design, data processing, and assembly language programming. Prerequisite: 160 or Hamilton Mathematics 17. R. Ellison.

Mathematics 299 Independent Study. Faculty.

Mathematics 370F Programming Languages. Topics include formal definition of programming languages, including specification of syntax and semantics; simple statements including procedure, infix, prefix, and postfix notation; global properties of algorithmic languages including scope of declarations, storage allocation, grouping of statements, binding time of constituents, subroutines, coroutines, and tasks; list processing, string manipulation, data description, and simulation languages; and run time representation of program and data structures. Prerequisite: 250 or permission of the instructor. R. Ellison.

Mathematics 380S Algorithms and Data Structures. Introduction to data structures such as queues, trees, and lists. Additional topics on analysis of algorithms and programming. Techniques include computational complexity, recursion, and dynamic programming. Prerequisite: 250 or permission of the instructor. R. Ellison.

Mathematics 440S Seminar. Selected topics such as information theory, formal languages, and operating systems. May include a major class project such as design and implementation of a compiler. Prerequisite: 370, 380, or permission of the instructor. R. Ellison.

Mathematics 499 Independent Study. Faculty.

Mathematics 500 Senior Project. Faculty.

JOINT PROGRAM IN THE LIFE SCIENCES

A. D. Chiquoine, Director of the Joint Program in the Life Sciences (Hamilton), J. A. Bland (Hamilton), J. F. Ellis (Hamilton), N. J. Gerold (Hamilton), L. R. McManus (Hamilton), S. A. Miller (Kirkland) F. E. Price (Kirkland), E. Putala (Kirkland), and R. G. Van Buskirk (Hamilton).

Concentration Requirements. A concentration in the Life Sciences program consists of Life Science 111, 112, and six additional courses which have 112 as a prerequisite. The following winter term courses cannot be counted as part of the concentration: 115W, 220W, 330W, and 440W. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration. Students wishing to prepare for graduate school should take at least Physics 11-12, Mathematics 13-14, and Chemistry through 23-24 at Hamilton.

All courses in the Life Sciences program are open to the entire student body, concentrators or not, if the stated prerequisites are met. Any questions concerning the Joint Program in the Life Sciences should be referred to N. F. George, Chair of the Sciences Division, or A. D. Chiquoine, Director of the Joint Program in the Life Sciences.

Life Science 111F Life Science. The molecular and cellular basis of biological organization, including the processing of matter, energy, and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three class periods and three hours of laboratory. Independent laboratory work. A. Chiquoine and R. Van Buskirk.

Life Science 112S Life Science. A study of life at and above the level of the organism. Emphasis on the variety of life, the functions and adaptations of organisms, homeostasis, ecological relationships, and evolutionary history. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite: 111. F. Price, E. Putala, and R. Van Buskirk.

Life Science 114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary

societal problems. A course for those not planning to go on in science. J. Ellis.

Life Science 115W Layman's Guide to Microbiology. A course to provide sufficient background for a student to understand popular presentations about microbes and their activities. Laboratory work. A course for those not planning to go on in science. J. Bland.

Life Science 116S Marine Biology. The ocean as an environment for life and as a human resource. The study of plants and animals of the sea with consideration of fisheries, mariculture, and pollution. L. McManus.

Life Science 117F Social Biology. The nature and evolution of animal societies. Relevant concepts from evolutionary theory, population biology and ethology, and their relationship to the biology of organisms from ants to *Homo sapiens*. Two lectures, one discussion per week. F. Price.

Life Science 220fW Microtechnique. An introduction to the techniques of histology, histochemistry, and cytology, and their application in a small research project. Prerequisite: 112. N. Gerold.

Life Science 221F Microbiology. An introduction to the major groups of microorganisms and their activities. Three class periods and three hours of laboratory. Prerequisite: 112. J. Bland.

Life Science 222S Vertebrate Organization. Study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization emphasized. Three class periods and three hours of laboratory. Prerequisite: 112. S. Miller.

Life Science 223F General Plant Biology. A study of the morphology of plants, structural organization and development, mechanisms of reproduction, physiology, and regulation of growth. Three class periods and three hours of laboratory. Prerequisite: 112. E. Putala.

Life Science 224S Survey of the Plant Kingdom. Study of the morphology and life histories of the algae, bryophytes, and vascular plants stressing their phylogenetic relationships. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 226S General Entomology. An introduction to the study of insects with emphasis on their diversity, biology, and importance to man. Laboratory work emphasizing the identification of insects to the level of order and family. Two class periods and four hours of laboratory. Prerequisite: 112. (Alternates with 228. Next offered 1977–78.)

Life Science 227F Genetics. Study of the hereditary material as analyzed by genetic, chemical, and mathematical techniques. Three

class periods and three hours of laboratory. Independent laboratory work. Prerequisite: 112. J. Ellis.

Life Science 228S Invertebrate Zoology. An introduction to multicellular invertebrate organisms with emphasis on diversity, structure and function, ecology, and evolution. Laboratory work using the local fauna as fully as possible. Optional marine collecting trip. Two class periods and four hours of laboratory. Prerequisite: 112. L. McManus. (Alternates with 226.)

Life Science 330W Electron Microscopy. The physics of the electron microscope and the techniques of preparing electron micrographs. Open only to students preparing for independent study in electron microscopy. Prerequisite: four courses in the concentration and permission of the instructor. A. Chiquoine.

Life Science 331F Physiology. A study of fundamental problems of animal physiology; the mechanisms involved in function, with emphasis on vertebrate homeostasis. Two class periods and four hours of laboratory. Prerequisite: 222. N. Gerold.

Life Science 332S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Two afternoons of arranged laboratory. Prerequisite: four courses in the concentration. A. Chiquoine.

Life Science 333F Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods concerned with contemporary problems of developmental biology. Three class periods and three hours of laboratory. Prerequisite: 222. S. Miller.

Life Science 334S Cells and Tissues. An analysis of the structure, function, and composition of vertebrate cells and tissues. Laboratory emphasis on cell and tissue identification. Three class periods and three hours of laboratory. Prerequisite: 222. N. Gerold.

Life Science 335F Systematics of Flowering Plants. A study of the principles of taxonomy of flowering plants with emphasis on the flora of the Northeast. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 336S Plant Anatomy. Study of the structure, development, and variation of the vegetative and reproductive organs of seed plants. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals.

Three class periods and three hours of laboratory or field exercises. Prerequisite: 112. (Next offered 1977–78.)

Life Science 440W Field Study in Florida. A camping tour of terrestrial and marine habitats of Florida. The study of plants and animals of these habitats. The ecological impacts of water management, land use, and technological development on the areas visited. Enrollment limited. Extra cost. (Next offered 1977–78.)

Life Science 441F Evolutionary Biology. Study of modern evolutionary theory; relationships between evolutionary biology and genetics, population biology, ecology, physiology, and behavioral biology. Three class periods and three hours of laboratory. Prerequisite: 112. Open to juniors. F. Price.

Life Science 442S Cytogenetics. A study of the part played by cells in causing the phenomena of heredity, mutation, and evolution. Three class periods and three hours of laboratory. Prerequisite: 227. J. Ellis.

Life Science 444S Advanced Microbiology. A study of the life processes of microrganisms emphasizing biochemical and physiological diversity. Three class periods and three hours of laboratory. Prerequisites: 221 and Hamilton Chemistry 23-24. J. Bland.

Life Science 499 Independent Study. Faculty.

SOCIAL SCIENCES DIVISION

The Social Sciences Division provides special work in the major disciplines of the social sciences, as well as more general courses with an interdisciplinary content and orientation.

Concentration Requirements. Students may concentrate in any one of the subject disciplines in the division (anthropology, education, government, psychology, sociology) or a combination of disciplines (a divisional concentration) arranged in consultation with the divisional chair and the student's adviser. Under certain circumstances, a concentration may be planned which includes fields from other divisions, in which case a second Faculty adviser will be selected with the approval of the chair of the other division. A concentration in the Social Sciences Division ordinarily consists of eight semester courses in the field of concentration, including an independent senior project. The particular courses taken to satisfy concentration requirements will be chosen by the student with the approval of her adviser or advisers. In each case the complete program will be designed to meet the needs, interests, and objectives of the individual student.

Unless otherwise indicated, evaluation of student performance in all social science courses will be based primarily on the quality of participation in class discussion and of written work or other projects of a theoretical or research nature. Instructors reserve the right, however, to schedule in-class examinations or quizzes whenever these appear desirable.

Note: Before registering for any course offered by the division, check the college's statement on course numbers and prerequisites on pages 31–33 of this catalog. Be sure to get permission of the instructor where appropriate.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Anthropology

A concentration in anthropology consists of eight courses in anthropology, including 111; 113 (or Hamilton 13); Hamilton 35; 490 (Hamilton 49); and the senior project. Additionally, concentrators must take either: (1) two years of a foreign language or demonstrate equivalent command of such a language, or (2) two courses related to the methodology of social sciences.

Anthropology 111F, S Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology—evolutionary theory, human evolution, human biology, and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of neo-Darwinian evolution and then focuses upon human biological and cultural evolution. Open enrollment in the fall. Class size in the spring limited to 20, with priority given freshmen and sophomores. Evaluation will be based on an essay take-home mid-term, oral final, and participation in class discussions. R. Kautz.

Anthropology 113F, S Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to political, religious, and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. (Equivalent to Hamilton 13.) D. Raybeck.

Anthropology 199 Independent Study. Faculty.

Anthropology 221F Traditional Chinese Culture and Society. A survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. Prerequisite: an introductory course in anthropology or permission of the instructor. D. Raybeck.

Anthropology 224S Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia, and the Philippines. Prerequisite: Anthropology 113 (or Hamilton 13) or permission of the instructor. Evaluation will be based on class participation, a class presentation, and two take-home exams. Open enrollment. D. Raybeck. (Offered in alternate years; next offered 1977–78.)

277W Field Archaeology, Georgia Sea Islands. An integrated anthropological study of Woodland to precontact aboriginal, Spanish colonial, and eighteenth-century plantation occupants of St. Catherines Island off the Georgia coast. Archaeological excavation and survey. Lectures, fieldwork, and outside readings required. Project is part of an ongoing research effort by the American Museum of Natural History. Maximum enrollment 8. Extra cost. Prerequisites: Anthropology 111, 113 (or Hamilton 13). R. Kautz.

Anthropology 299 Independent Study. Faculty.

Anthropology 322F Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists. The course will cover population estimation, the analysis of osteological, malacological, and botanical evidence as well as field techniques of sampling, dating, flotation, and type collection preparation. Class requirements will include a fairly substantial number of readings as well as in-class presentations and lab demonstrations. Participation will be with permission of the instructor. R. Kautz. (Offered in alternate years; next offered in 1977–78.)

Anthropology 332S Social Interaction. The emphasis of this course is on the subtle social structuring that underlies social interaction. The relevance of kinesics and proxemics to the study of covert aspects of social behavior is stressed and students will be expected to develop observational skills in these areas. Labs and exercises are employed to facilitate this development. Two contrasting analytical models are presented and students will be asked to evaluate the utility of these in the analysis of behavior patterns. Evaluation will be based upon class participation, a short paper, exercises, and a research project in which the student will be expected to apply concepts and methods learned in the course. Prerequisite: permission of the instructor. D. Raybeck. (Offered in alternate years; next offered in 1977–78.)

Anthropology 333S Psychological Anthropology. The emphasis of the course is on psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems is analyzed, and relevant theoretical concerns are addressed. Topics to be considered include

the relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Evaluation will be based on two take-home exams and an arduous and demanding research paper. Prerequisites: Anthropology 113 (or Hamilton 13), a psychology course, and junior/senior standing or permission of the instructor. D. Raybeck.

Anthropology 334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis, through traditional problems of typology, to more recently perceived problems of societal reconstruction. The class will be conducted as a seminar with the students reading and reporting on selected topics. Prerequisite: Anthropology 111, 113 (or Hamilton 13), and permission of the instructor. R. Kautz. (Offered in alternate years; next offered 1977–78.)

Anthropology 341F North American Indians. An introduction to the cultures of the North American Indian. Included will be a brief review of the historical evolution of North American Indian cultures from their entry into this continent. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups, and a basis for understanding current problems involving the Indian. Prerequisite: Anthropology 113 (or Hamilton 13), or Hamilton 35, or permission of the instructor. R. Kautz.

Anthropology 342S North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. The integrating concept of the course will be the "developmental stage" emphasizing the processural aspects of causal notions of changing cultures and environments. Prerequisites: Anthropology 111 and 113 (or Hamilton 13) or permission of the instructor. Anthropology 341 is recommended but not required. R. Kautz.

Anthropology 366S Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics, and theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure, and ideology. Archaeological, historical, and ethnographic methods of analysis. Prerequisites: 113 (or

Hamilton 13) and Hamilton 35. (Equivalent to Hamilton 36.) R. Kautz and G. Jones. (Offered in alternate years; next offered 1977–78.)

Anthropology 399 Independent Study. Faculty.

Anthropology 490F Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites: Anthropology 113 (or Hamilton 13) and Hamilton 35. (Equivalent to Hamilton 49.) D. Raybeck. (Offered in alternate years; next offered 1977–78.)

Anthropology 499 Independent Study. Faculty.

Anthropology 500 Senior Seminar (Senior Project). Individual research projects are developed, presented, and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. (Equivalent to Hamilton 50.) Faculty.

Education

The education program at Kirkland is a competency-based, state-registered sequence in elementary education. Students completing the program will be eligible for provisional New York State certification, levels N-6. Education 435 (student teaching) and Education 201, 202, 301, 302, 401, and 403 are required for such certification. In addition to these course requirements, one Winter Study of full-time work in an elementary classroom is also required. For those wishing to concentrate in education, the senior project (Education 500) is also required. For those who do not wish to pursue certification requirements, alternative concentration designs are available on an individual basis. These are generally problem- or topic-centered designs, not necessarily limited to elementary education.

The Education Professional Semester: After the completion of Education 201, 202, 301, and 302, the student wishing to enter the education semester must make formal application to the education Faculty and the Office of Academic Affairs. Information on procedures and entrance requirements is available through the office and through the education Faculty. Application must be made by March 1 of the year preceding the work in the Professional Semester. The semester consists of Education 401, 403, and 435 and counts as four course credits. It is a full-time off-campus internship. Participation in microteaching laboratories, and in school functions such as PTA, staff meetings, and open school board meetings is required.

Students and applicants wishing more information on the education program should contact the Office of Admission or the Office of Academic Affairs for a copy of the abstract of the education program.

The total program design, including detailed listings of outcome competencies in the program, is available for reading in the Office of Academic Affairs.

Education 201F Introduction to Elementary Education. Education 201 is the first course for students desiring to enter teaching in the elementary school. The student will become acquainted with present-day community-based issues in the process of educating young children, examine the historical and philosophical background, and become skillful at observing the nature of present-day teaching and learning practices. Fieldwork, lectures, discussions. M. Kowalewski.

Education 202S The Teaching of Reading in the Elementary School. This course will focus on appropriate teaching techniques in developmental reading programs with attention to the school environment and the needs of individual students. Tutoring daily for the second half of the semester is required. Evaluation will be based on participation and competence. M. Kowalewski.

Education 204S Contemporary Programs in Early Childhood Education. The basic emphasis is on preprimary educational programs and strategies applicable to children ages three to six. Montessori, Head Start, Structural Language, Behavioral Analysis, Piaget, and British infant programs will be explored. Fieldwork, interview, observation, lecture, and discussion. M. Kowalewski.

Education 206S Teaching Science and Social Studies in the Elementary School. Introduction to methods of presenting science and social studies. The student plans and demonstrates various science and social studies objectives with children and teachers in fieldwork. Alternative approaches to the presentation of materials and concepts are developed and demonstrated. E. Hendricks and M. Kowalewski.

Education 301F Teaching Elementary School Mathematics. A survey of materials and procedures used to teach mathematics skills and concepts in the schools. Simulated practice and fieldwork tutorials with children are used to acquire and demonstrate learning. The student will be required to develop material for teaching to, practicing with, and assessing mathematics understanding by children. E. Hendricks.

Education 302S Teaching the Language Arts in Elementary School. Skills, concepts, and methods for teaching the language arts in the elementary school. The field is broadly defined in this course, and requires development of materials in each subarea, plus lesson plans, unit development, and fieldwork with elementary school children. E. Hendricks.

Education 304S Teaching the Exceptional Child. Basic emphasis is on defining the area of exceptionality, primary methodological concerns, educational objectives, and fundamental principles of instruction of the exceptional child. Fieldwork, interview, observation, lecture, and discussion. M. Kowalewski.

Education 306S Problems in Contemporary Education. A study of a problem area in contemporary education. Readings, observations, participation in appropriate settings. Topic for spring 1977: education for the "disadvantaged" learner and bilingual education. E. Hendricks.

Education 401F Senior Seminar in Elementary School Teaching. Analysis and critique of teaching processes, and of problems encountered by students in their practice teaching program. Advanced techniques and materials for aspects of the curriculum other than reading. Record keeping, planning, assessment, and evaluatory strategies and techniques. Open only to seniors in the Professional Semester and by permission of the instructor. E. Hendricks.

Education 403F Senior Seminar — Diagnostic and Prescriptive Teaching of Reading. This course develops the prospective teacher's ability to view each child's reading skill in terms of a diagnostic-prescriptive teaching model. Application of in-class diagnosis of children's reading ability is transferred to skills utilized during student teaching. Prescription of appropriate teaching technique and materials is attempted by the student teacher with reference to children's problems. M. Kowalewski.

Education 435F Practice Teaching. Supervised teaching in the elementary schools, taken concurrently with Education 401 and 403. Students electing this Professional Semester option must plan to devote full time to it, and may not elect other courses during this semester. Permission of the instructor required. Counts as *two course credits*. E. Hendricks and M. Kowalewski.

Education 500 Senior Project. Faculty.

Government

A concentration in government consists of eight courses in government, including no more than two at the introductory level, Government 229 (Hamilton 29), and the senior project. In addition, Government 230 is recommended, as are courses in other social science disciplines.

Government 112S Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is (1) to achieve a more realistic understanding of how foreign governments and politics function, and (2) to study the problem of analyzing similarities and differences among governments in other parts of the

world. The content of the course will therefore include material on selected Western and non-Western political systems and an examination of such basic concepts as: political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making, and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. (Equivalent to Hamilton Government 12.) Open enrollment. J. Ross.

Government 116F, S American Political Process. An examination of public decision making processes in the United States. The roles of political parties, interest groups, individual citizens, the Congress, the presidency, the courts, and bureaucracies will be given special attention. (Equivalent to Hamilton Government 16.) Open enrollment. J. Bacheller.

Government 199 Independent Study. Faculty.

Government 213F Politics in the Soviet Union. A systematic analysis of the Soviet political system, concentrating on the themes of persistence and change over time. Among the topics studied will be intra-elite interaction, the role of the dissenting minorities and intelligentsia, central management of a complex society, and alternating patterns of social control. J. Ross.

Government 214F Politics in Western Europe. A comparative study of government and politics within Western Europe, concentrating on the smaller as well as the larger European systems. Among the topics studied will be the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility, and the emergence of a European community in the 1970's. J. Ross.

Government 215F Politics in Latin America. A survey of the major political forces within Latin American societies, concentrating on the theme of development within traditional parameters. Among the topics considered will be class cleavage and political instability, the roles of the Church and the military, political culture and ideology, the impact of external powers upon domestic politics, and the implications of varying modes of development. (Equivalent to Hamilton 27.) J. Ross. (Offered in alternate years; next offered 1977–78.)

Government 216S Revolution and Political Change. A comparative analysis of revolution as an agent of socio-political change. Attention will be paid to the sources and processes of revolutions and revolutionary movements. Both general theories of revolution and selected case studies of successful and unsuccessful revolutions will be presented and interrelated. J. Ross.

Government 219F American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at

the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation and characteristics of state legislatures, executives, and judiciaries. Prerequisite: Government 116 (or Hamilton 16). J. Bacheller. (Offered in alternate years; next offered 1977–78.)

Government 221F Public Opinion. An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisite: Government 116 (or Hamilton 16). J. Bacheller.

Government 222S Interest Groups in American Society. Economic organizations such as businesses, trade associations, labor unions, agricultural groups, and professional associations have played an important role in influencing the public policy-making process. Ideological and other noneconomically based organizations have also sought influence over policy decisions. In this course, theoretical models and empirical descriptions of the impact of these groups on the policy-making process are considered. In addition, characteristics of interest groups as organizations and the nature of their interactions with other political actors are discussed. Prerequisite: Government 116 (or Hamilton 16). J. Bacheller. (Offered in alternate years; next offered 1977–78.)

Government 223S Political Parties. An examination of the ways in which political parties link the public and authoritative decision makers in different political systems. The consequences of variations in member goal orientations, organizational structure, and political environment will be given particular attention. The course will emphasize American political parties. Prerequisite: Government 112 or 116 (or Hamilton 12 or 16) or permission of the instructor. J. Bacheller.

Government 228F The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum, and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite: Government 116 (or Hamilton 16) or permission of the instructor. (Equivalent to Hamilton 28.) J. Bacheller.

Government 229F Introduction to the Scope and Methods of Political Science. Introduction to the philosophical, theoretical, and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite: two semester courses in government. (Equivalent to Hamilton 29.) J. Ross.

Government 230S Political Research. An introduction to quantitative methods of political and social research. Special attention will be

given to problems of formulating hypotheses, quantifying data, and computer analysis. A major portion of the course will be devoted to applied statistics. Prerequisite: one semester course in government or permission of the instructor. J. Bacheller.

Government 299 Independent Study. Faculty.

Government 313S Ideology and the Political System. A comparative study of the role of ideology within the political system. Different ideological forms will be studied within the contexts of both developed and developing, authoritarian and pluralistic political systems. The content of several ideologies will be examined in relationship to their functions within different types of polities. J. Ross.

Government 335F Politics in Urban Areas. This seminar is concerned with the structure and function of urban political systems in the United States. Historical and current views of political power in urban areas will be discussed. Government 36S, offered at Hamilton, continues the examination of urban power and problems. Prerequisite: Government 116 (or Hamilton 16) and one other semester course in government. J. Bacheller. (Offered in alternate years; next offered 1977–78.)

Government 399 Independent Study. Faculty.

Government 499 Independent Study. Faculty.

Government 500 Senior Project. Faculty.

Psychology

A concentration in psychology consists of one course at the introductory level (111, 112, 114 or Hamilton 17), a basic course (Hamilton 15), a course in statistics (Hamilton 21), four advanced courses—one of which must be an advanced laboratory course—and the senior project.

Psychology 111F Introduction to Child Development. The study of the individual from birth through adolescence, with attention to the theories of development, empirical research, and their implications for our views of children. This is a survey course covering the following areas of development: motor and perceptual development, language and thought, attachment and socialization. D. Collins.

Psychology 112F, S Introduction to Personality. A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic, and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. D. Begelman.

Psychology 114S Introduction to Social Psychology. A survey of the theoretical empirical literatures dealing with problems of human

social behavior. Topics to be covered will include social interaction, cooperation and conflict, person-perception, conformity, attitudes, group processes, aggression, and the influence of personality on social behavior. C. Peterson.

Psychology 199 Independent Study. Faculty.

Psychology 201F Psychology and Sex Differences. The major aim of the course will be to explore the more recent data and theories in this "new area" of psychology. Among the topics to be considered will be sex differences in infancy, early childhood, later development, and in the sexual behavior and sex-role identifications of women and men. Prerequisite: sophomore standing. D. Collins.

Psychology 206S Infancy. A consideration of cognitive and emotional development through the first 24 months of life. Genetic and environmental, including prenatal factors, are examined. Prerequisite: Psychology 111, 112, 114 or Hamilton Psychology 10. D. Collins.

Psychology 213F, S Humanistic Psychology. Humanistic psychology is an empirical but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologists, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. The focus is on what and why man thinks, feels, and acts the way he does. This course is primarily a discussion oriented study of some of the literature and research representing this approach. D. Muilenberg.

Psychology 299 Independent Study. Faculty.

Psychology 322S Cognitive Development. A consideration of theories and research in the areas of perceptual and intellectual development; special attention is given to Piagetian theory, with an emphasis on the changes that take place throughout childhood in the operation of the child's thought process and in the child's conception of the world. Prerequisite: two psychology courses. D. Collins.

Psychology 324S Advanced Child Development. An examination of methods of research for the study of developmental change, and their relationship to theoretical orientations. Students will carry out a research project, preferably using infants or children as subjects. Final choice of topics will be made on the basis of discussion between the instructor and the students. Example of topics might be: play of the preschool child, growth of language, sex role differentiation. Prerequisites: Psychology 111, 112, 114, or Hamilton 10 *and* 21. D. Collins.

Psychology 334F, S Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment, classification, and explanation of the behavior disorders. Emphasis will be on a critical rather than a descriptive approach to psychopathology. Prerequisite: two psychology courses, including one of the following: Psychology 111, 112, or 114. D. Begelman.

Psychology 335F Advanced Personality. A consideration of some major findings from studies of personality. Attention will be given to specific research areas rather than broadly based theoretical approaches, e. g., anxiety, personality and social behavior, and experimental psychopathology. Research methods in personality will also be examined. Prerequisite: Psychology 111,112, or 114 and junior standing. Faculty.

Psychology 337F Advanced Social Psychology. A study of research methods and contemporary theoretical perspectives in social psychology. Emphasis will be placed both on the research process in general and on topics of current interest as examples of specific research approaches. Such topics may include attribution theory, perceived control reactance theory, altruism, or others, depending on Faculty and student interest. Students will initiate and carry out research projects and, where feasible, may continue such projects as independent studies in the spring. Three hours of class plus other hours of laboratory to be arranged. Prerequisite: Psychology 114 or permission of the instructor and Hamilton 21 (which may be taken concurrently.) C. Peterson.

Psychology 341S Concepts in the History of Psychology. A critical examination of concepts that have played a key historical role in the development of psychology as a science. Discussions will center around the writings of both behavioral scientists and philosophers who have contributed significantly to the clarification of these concepts. Prerequisite: two courses in psychology. D. Begelman. (Offered in alternate years.)

Psychology 391S Behavior Therapy. Introduction to the theory and practice of experimental support for the use of specialized techniques in the treatment of behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela, and their students. Three hours of lecture and three hours of laboratory to be arranged. Prerequisite: two courses from among the following: Psychology 302, 321, 322, 334, 337, 390, 391, Hamilton 15 or 27, and permission of the instructor. D. Begelman.

Psychology 399 Independent Study. Faculty.

Psychology 499 Independent Study. Faculty.

Psychology 500 Senior Project. Faculty

Sociology

A concentration in sociology consists of an introductory course (101), six additional courses, including 301 and 302, and the senior project.

Sociology 100, Section 01 Social Science Tutorial #1: Role Transitions. For course description see tutorials section, page 35.

Sociology 100, Section 02 Social Science Tutorial #2: Freedom and Order. For course description see tutorials section, page 36.

Sociology 101F, S Introductory Sociology. Examines the sociological perspectives on human behavior. Classic and contemporary sociological concepts emphasized which further an understanding of the structure and process, stability and change, of social life. Faculty.

Sociology 199 Independent Study. Faculty.

Sociology 203F Urban Sociology. This course will examine the historical development of urbanization, the nature of urban social structure, and the processes of urban differentiation in various cultural settings. W. Simpson.

Sociology 204S Social Stratification. Social causes and consequences of inequalities in the distribution of wealth, income, power, and prestige in contemporary and historical societies. Power structures, class conflict, social mobility, class differences in social behavior, etc. Special attention to theories of Marx, Weber, Lanski, and the functional school. D. Gilbert.

Sociology 206S Race and Ethnic Relations. The nature of racial and ethnic groups and populations within American society. The contributions of these groups and sources of prejudice and discrimination will be examined. Faculty.

Sociology 210S Occupations and Professions. Societal roles of occupational group types, of occupational careers, inter-occupational cooperation and competition, and processes of professionalization will be examined. Special attention will be given to areas of discrimination including findings of racial, sexual, marital, and age related issues in the work experience. J. Lowry. (Offered in alternate years; next offered 1977–78.)

Sociology 222F Population Problems. A study of the problems of quality and quantity of population including the theories of population increase and problems of composition, distribution, differential fertility, population pressure, and internal migration. Students are expected to understand what the major issues are in various areas, and to formulate tentative positions that they can defend with scientifically valid arguments. Basic data sources, measurements, and

methods of analysis will be presented and assessed. Prerequisite: one social science course. J. Lowry.

Sociology 225F Latin American Society. The course focuses on social change in Latin America, with particular attention to Cuba, Mexico, and Peru. The topics to be considered include Latin American culture, class structure, peasants and land reform, urbanization industrialization, ideologies of development, revolutionary movements, and foreign influences. Open to freshmen. D. Gilbert.

Sociology 291F, S Deviance. The purpose of the course is to investigate the structural and social psychological processes associated with the transformation of persons and groups into deviants. Classic and contemporary conceptions of deviance and its causes will be emphasized. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these formulations and use them as tools to develop their own perspective toward the explanation of deviant behavior. Evaluation will be based on the progress students make in formulating their own theory of deviance. Prerequisite: Sociology 101. A. Sallett.

Sociology 299 Independent Study. Faculty.

Sociology 301F Sociological Theory. Examination of contemporary theoretical perspectives. Consideration of these perspectives will include their historical origins and development within the sociological discipline. D. Gray.

Sociology 302S Research Methods. The first part of this course will cover the interplay of sociological theories and research techniques. Consideration will also be given to some of the ethical issues raised by social scientific inquiry. The remainder of the course will outline the aspects of research from design to evaluation of a completed report. This will include: problem formulation (theory, conceptualizing variables, controls, establishing testable hypotheses), sampling, data collection (several techniques with respect to information desired, researcher effects, and preparation for analysis), analysis (basic description, summary statistics, testing hypotheses, measures of association), presentation and interpretation (tables, findings, writing a report), and evaluation. Class exercises will accompany all stages of research procedure. These can be based on one term-long project designed and carried out by one student or a research team. Prerequisite: concentration in social science discipline. Sociological theory recommended before this course. J. Lowry.

Sociology 304S Political Sociology. Relationship between social structures and the distribution and exercise of power in contemporary and historical societies. Power elites, class consciousness, voting behavior, mass movements, revolution, and related topics. Theories of classical and contemporary political sociologists including Marx,

Weber, Pareto, de Tocqueville, Mills, Lipset, and Aaron. D. Gilbert. (Offered in alternate years; next offered 1977–78.)

Sociology 316S American Social Thought. Examination of the major strands of American thought from Colonial to modern times. "Individualism" as a central American value will be particularly examined. D. Gray.

Sociology 320F Aging and Social Roles. This course explores the new developments in the sociology of aging especially social gerontology. Though there is this emphasis on later life, the entire life course of adulthood will be examined primarily through family roles and with some attention to cross-national studies. The societal problems related to aging will be given special consideration along with theories of personal adjustment and implications for social policy. J. Lowry.

Sociology 337F Experience, Consciousness, and Society. The purpose of the course is to present a formulation of social reality which asserts that: social structure emerges out of intentional individual and social experiences; the creation and interpretation of individual and social experience is more or less coercively learned and maintained; the creation and interpretation of experience can be investigated with empirical methods. The first part of the course will be devoted to formulating the philosophical foundation for this argument from the insights of existential phenomenology, conceptual analysis, and logical empiricism. The second part of the course will use the phenomenological social psychology of Alfred Schutz as a point of departure for a sociological theory of conscious experience. Schutz's phenomenological social psychology will be integrated with Durkheimian and Marxian conceptions of social structure. Finally, the usefulness of this approach to understanding society will be illustrated with an explanation of mental illness. Prerequisite: Sociology 101. Sociology 291 is suggested but not required. A. Sallett.

Sociology 340S The Politics of the Division of Labor. The purpose of the course is to present a structural formulation of political economy for the analysis of power and conflict in industrial and post-industrial societies. Theodore Lowi's *The End of Liberalism,* Kenneth Galbraith's *The New Industrial State,* Peter Blau's *Exchange and Power in Social Life,* Jacques Ellul's *The Technological Society,* and Robert Heibroner's *An Inquiry into the Human Prospect* will be used to support the argument that domination and subordination in society arises out of the contribution persons, groups, and organizations make to the division of labor. Students will be expected to write a five page critical essay on the thesis of each of these works. Evaluation will be based on these written assignments and class participation. Prerequisite: Sociology 101. A. Sallett.

Sociology 396S Marx, Weber, and Durkheim. The three major thinkers of the classical sociological tradition are examined with particular attention to their understanding of the causes and consequences of the emergence of modern capitalism. D. Gilbert.

Sociology 399 Independent Study. Faculty.

Sociology 402S Sociology Seminar. Advanced study of selected sociological topics. Specific topics will vary from year to year depending upon interests of instructor and students. (In the spring semester 1977, the topic will be "Political Elites.") D. Gilbert.

Sociology 499 Independent Study. Faculty.

Sociology 500 Senior Project. Faculty.

HAMILTON COURSES

FOR EACH COURSE the numbering indicates its general level and the term in which it is to be offered. Courses numbered 10–19 are intended for freshmen; 20–29 for sophomores; 30 and above for juniors and seniors. This is not a rigid differentiation.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for Fall Term, W for Winter Term, and S for Spring Term. F, S designates a course offered in both Fall and Spring Terms. The fW notation indicates a course which is offered in the Winter Term for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1976–77. Where known, the next time the course will be given is indicated.

One number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses a student may not enter the second term without having taken the first unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated all courses meet for three 50-minute or two 75-minute periods a week.

Anthropology

A concentration in Anthropology consists of Anthropology K111, 13 (or K113), 35, 49 (or K490), and four other term courses. Courses for the concentration may be elected from the offerings of either Kirk-

land or Hamilton College. Students may earn departmental honors through distinguished achievement in their anthropology course work, including Anthropology 50 (or K500).

13F, S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. (Equivalent to K113.) The Department.

22S The Prehistory and Ethnohistory of Mesoamerica. An examination of the development of the prehispanic cultures of Mexico, Guatemala, and Belize; an analysis of the impact of European colonial systems upon these cultures from the conquest through the nineteenth century. Problems in the interpretation of archaeological and documentary evidence. Prerequisite, 13. Mr. Jones.

[23S] Mesoamerican Societies. Indian and mestizo societies in Mexico, Guatemala, and Belize through the comparative analysis of their economic, kinship, political, and religious systems. Prerequisite, 13. (Next offered 1978–79.)

24W Field Trip to the Maya Lowlands. Archaeological, historical, and ethnological observations in the Yucatan Peninsula, including Mexico, Belize, and the Peten of Guatemala. The growth of lowland Maya civilization and the impact of colonial and national development on Maya culture. Prior reading required; the preparation of a journal. Maximum enrollment 12. Extra cost. Prerequisite, K111 or 13 or K113. Mr. Jones.

28S Pacific Societies. An introduction to the indigenous societies of Melanesia, Micronesia, and Polynesia. Problems of adaptation to atoll and island environments; land tenure and agricultural systems; social and political organzation. Postcontact problems and contemporary issues. Prerequisite, 13. Mr. Rutz.

30S History of Anthropology. A study of anthropological classics, from 1861 to 1953. Emphasis on primary source materials. Analysis of problems and issues in the conflict between a scientific and a humanistic anthropology. Prerequisite, 13. Mr. Rutz.

[31S] Cultural Dynamics. A broad approach to the study of dynamic processes in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13.

32S Economic Anthropology. A comparative study of nonindustrial production and exchange systems; ceremonial exchange; peasant markets; problems of economic development and rural transformation in tribal and peasant societies. Prerequisite, 13. Mr. Rutz.

[34] Culture and Religion. A cross-cultural investigation of the

components of religious belief, behavior, and organization. The functions of religion in society and culture; myth and ritual; manipulation and supplication of the supernatural. Types of religious systems. The dynamics of religious processes with an emphasis on syncretism, nativism, and social change. Open to sophomores.

35F Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Prerequisite, 13. Mr. Jones.

[36S] Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics, theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure, and ideology. Archaeological, historical, and ethnographic methods of analysis. Prerequisite, 35. (Same as K366.) (Next offered 1977–78.)

37F Political Anthropology. A comparative study of political systems. Emphasis on tribal and peasant societies. Political evolution, social stratification, and the state; kinship and politics; colonialism; peasant reform and revolution. Prerequisite, 13. Mr. Rutz.

49F Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisite, 35. (Same as K490.) (Offered in alternate years.) Mr. Jones.

50F, S Senior Program. A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the department. Required for departmental Honors. Prerequisite, 49. (Same as K500.) The Department.

Art

A concentration in Art consists of eight courses and a senior tutorial so chosen as to provide an integrated program of applied, critical, historical, and theoretical studies. These courses include Art 11-12, and 13 (or Art History K101-102); one course chosen from 26, 27, or 28; either 31-32 or 33-34; and two additional courses in either studio practice or the history of art. During the senior tutorial, 50, the student will prepare either for an exhibition of his own work or for a comprehensive examination.

11F Basic Drawing. An exploration of the conceptual bases of drawing coordinated with the individual student's work in various media. Nine studio hours a week. Mr. Lukas.

12S Basic Painting. The methods and materials of painting. Emphasis on comprehension of representational modes and mastery of technique as a basis for independent development. Nine studio hours a week. Prerequisite, 11 or consent of the instructor. Mr. Lukas.

13F Introduction to the History of Art. The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion on representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. (Offered in alternate years.) The Department.

21F Intermediate Drawing and Painting. Drawing and painting in various modes and media. Group critiques. Nine studio hours a week. Prerequisite, 12 or consent of the instructor. Mr. Lukas.

22S Advanced Drawing and Painting. Special projects assigned and individual development encouraged. Prerequisite, 21 or consent of the instructor. Mr. Lukas.

24S History of Landscape Architecture. A comprehensive survey of man-made environments from the beginnings of landscape architecture in the ancient Near East to the public parks and parkways of the present; an examination of stylistic trends in landscape architecture as reflections of man's changing conception of his relationship to the material world. Excursions to various sites in the vicinity of Clinton during the latter part of the term. Mr. Wright.

[25F] Art in the Ancient Near East and Aegean. The art of Egypt, Mesopotamia, Crete, and Greece in relationship to the philosophical, religious, literary, and political concepts of the times. (Next offered 1977–78.)

27F Roman Art. The cultural continuity of Roman art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) through the period of Justinian seen as an integral part of the development. Mr. Wright.

28S Art of the Middle Ages. Middle and late Byzantine art, and the development in the west from the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. Mr. Wright.

29W Figure Drawing. Drawing from the model in various media, including charcoal, pencil, and ink wash. Enrollment limited to twenty. Mr. Cimbalo.

31F The Italian Renaissance. The stylistic development of Renaissance art in Italy from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Mr. Wright.

32S Studies in Renaissance Art. The intellectual background of the visual arts of the Renaissance, with emphasis on the influence of

humanism, philosophy, mythology, and theology in their relationship to artistic theory and practice. Insofar as possible original sources read and discussed. Prerequisite, 31. Mr. Wright.

33F-34S European Baroque Art. The generation of the Baroque in Rome, its dissemination throughout Europe, and its Rococo transformation. The Baroque synthesis as a cultural phenomenon in the Age of Expansion. Prerequisite, 13, or Art History K101-102. 34 may not be taken as a separate course. Mr. Carter.

35F-36S Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. Mr. Carter.

[37F] Painting and Sculpture, 1750 to the Present. Analyses of the style, subject matter, and content of particular works of art, and a discussion of their relationship to the intellectual, political, industrial, economic, social, and sexual revolutions of the past two hundred years. (Next offered 1977–78.)

[38S] Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 13, or Art History K101-102. (Next offered 1978–79.)

[48S] East Asian Art. A survey of the art of China, Korea, and Japan. Prerequisite, Art 13, or Kirkland Art History 101-102. Open to juniors. (Next offered 1977–78.)

[49F,S] Seminar in Special Topics. An examination of a single limited area through readings, discussion, and written and oral presentations. (Next offered 1977–78.)

50S Senior Tutorial. Designed for students prepared to do independent work at an advanced level. Studio concentrators to prepare for a senior exhibition; history concentrators to prepare for a comprehensive examination. Required of seniors concentrating in Art; open to others with consent of the department. Mr. Carter.

Asian Studies

A concentration in Asian Studies requires at least two courses from among History 14, 21 and 24, and at least six additional courses, including an independent reading project in the fall term of the senior year, as approved by the Committee on Asian Studies. Selections are made from among courses in anthropology, art, economics, government, history, foreign languages, philosophy, and religion pertaining to Asia. In addition, appropriate overseas programs may be counted toward the concentration.

Biology

See Joint Program in the Life Sciences.

Chemistry

A concentration in Chemistry consists of Chemistry 11 or 15, 16, 23-24, 33-34, and two courses chosen from 37, 38, 41, or 42. These courses covering basic general, organic, and physical chemistry plus two advanced courses treating modern theoretical concepts and experimental techniques in depth, constitute a minimum program in a liberal arts curriculum. Additional work in chemistry and/or physics and mathematics is recommended for students planning graduate work in chemistry. This may include Independent Study in Chemistry. Departmental honors will be determined on the basis of excellence in course work and in an independent project. Hamilton is on the list of institutions whose chemistry programs have been approved by the Committee on Professional Training of the American Chemical Society.

10W Introduction to Chemistry. An introduction to chemical principles with emphasis on application to selected topics of general interest, such as air and water pollution, the chemical role of petroleum in our society, natural and synthetic giant molecules. Not open to students who have had previous work in college chemistry. The Department.

11F General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 11 and 15. Mr. Yourtee.

12S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 11 or 15. Mr. Yourtee.

[13W] Ecochemistry. Special topics in the relationship between chemical factors in the environment and human activities. Student seminars, field projects and laboratory work. Prerequisite, one course in Chemistry or consent of the instructor.

15F Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 11 and 15. Mr. Cratty.

16S Introductory Physical Chemistry. An introduction to thermodynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physicochemical

principles in quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 15 or 12, or 11 and the consent of the instructor. Mr. Cratty.

23F-24S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 12 or 16. 24 may not be taken as a separate course. Mr. Magyar.

33F-34S Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three hours of class and three hours of laboratory. Prerequisites, 16, Physics 11-12 or 13-14, and Mathematics 21 (or 14 or 15 and consent of the instructor). 34 may not be taken as a separate course. Mr. Denney.

33aF-34aS Same course as 33-34 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

37F Chemistry of Natural Products. The structure, synthesis and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites and polycyclic pyrrole pigments. The laboratory involves the isolation, identification and synthesis of naturally occurring substances. Three hours of class and three hours of laboratory. Prerequisite, 23-24. Mr. Magyar.

37aF Same course as 37 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Magyar.

38S Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three hours of class and three hours of laboratory. Prerequisites, 23-24 and 16. Mr. Magyar.

41F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 33-34. Mr. Denney.

42S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 33-34. 34 may be taken concurrently. Mr. Cratty.

42aS Same course as 42 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

Classics

The Department of Classics offers three concentrations. A concentration in Greek consists of eight courses of which one should be in Classical Civilization; a concentration in Latin, of eight courses of which one should be in Classical Civilization; and a concentration in Classics, of not fewer than five courses in Greek, not fewer than five in Latin, plus two courses in Classical Civilization. Candidates seeking Departmental Honors are required to take Classical Civilization 50S (Senior Seminar).

GREEK

11F Elementary Greek. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Miss Warrior.

12S Elementary Greek. Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 11. Miss Warrior.

21F Intermediate Greek. Selections from Homer's *Iliad* or *Odyssey.* Introduction to the history of Greek literature. Prerequisite, 12. Miss Warrior.

[31F] Greek History. Thucydides, *The Peloponnesian War,* and other later writers. Prerequisite, 21. (Next offered 1977–78.)

[32S] Greek History. Herodotus, *The Persian War.* Discussion of the development of historical writing in Greece. Prerequisite, 21. (Next offered 1977–78.)

35F Greek Drama: Aeschylus and Sophocles. Study of the Greek texts of such tragedies as Aeschylus, *Agamemnon,* and Sophocles, *Oedipus Tyrannus.* Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Prerequisite, 21. (Offered every third year.) Miss Warrior.

36S Greek Drama: Euripides and Aristophanes. Readings in selected plays. Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Aristophanic comedy considered both as literary genre and social commentary. Prerequisite, 21. Miss Warrior.

LATIN

11F Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Mr. Cunningham.

12S Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 11. Mr. Cunningham.

21F Intermediate Latin. Selections from Catullus and Ovid. Intro-

duction to the history of Latin literature. Prerequisite, 12. Mr. Cunningham.

31F Roman Philosophy. Selections from Lucretius, *De Rerum Natura,* and Cicero, *De Officiis,* to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

32S Roman Satire. Satire as a uniquely Roman literary genre using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

[33F] Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil, *Aeneid,* and Lucan, *Pharsalia.* Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[34S] Roman History. Studies in the historiography of Rome, with readings from Livy, *Ab Urbe Condita,* and Tacitus, *Annales.* Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[35F] Roman Drama. Readings from Plautus, *Menaechmi,* and Seneca, *Medea.* Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 21. (Offered every third year; next offered 1978–79.)

[36S] Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome using Cicero, *Brutus,* Tacitus, *Dialogus* and selections from Quintilian, *Institutio Oratoria.* Prerequisite, 21. (Offered every third year; next offered 1978–79.)

CLASSICAL CIVILIZATION

13F Aspects of Greek Society. Emphasis on the social structure of Greece with special reference to the position of women and slaves. Ancient sources studied: Homer, Greek Tragedians, Attic Orators and Historians. Miss Warrior.

[14S] Greece in the 5th Century. An examination of the political, artistic, literary and philosophic aspects. Evidence of archaeology and epigraphy. (Next offered 1977–78.)

21S Age of the Homeric Poems. A study of the *Iliad* and *Odyssey,* the Homeric problem, the evidence to substantiate the existence of the "Homeric World" and the place of the Homeric poems in the subsequent Greek and Roman civilization. Open to sophomores. Miss Warrior.

32F Roman Republic. Lectures and discussions; readings and assigned papers. The nature of Roman society in the period 225-44

B.C. with special consideration paid to the practice of politics; the rise of political factions; economic and financial arrangements with special reference to the emergence of an organized class of entrepreneurs, the *Ordo Equester.* Stoicism and Epicureanism in Rome. Open to juniors. (Offered in alternate years.) Mr. Cunningham.

[34F] The Ancient Historians and Their Theories of History. Readings in Herodotus, Thucydides, Livy, and Tacitus and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature and science, and the problem of fact and interpretation. Open to juniors. (Next offered 1977–78.)

[35S] Roman Law and Constitutional History. Introduction to Roman Law primarily from the period of the Roman Empire from Augustus to Justinian. Special attention to constitutional developments. Open to juniors. (Next offered 1977–78.)

50S Senior Seminar. Limited to senior concentrators. Topics for the individual student. Mr. Cunningham.

Economics

A concentration in Economics consists of 10-11, 21, 31, 32, and three additional courses. Students concentrating in Economics are encouraged to take intermediate micro- and macro-theory as well as statistics before the senior year so that they may apply these theoretical tools in upper-level courses. For students planning graduate work in economics, differential and integral calculus, linear algebra, and computer programming are recommended. Students earn honors in the concentration by earning an average grade of 88 for courses in the concentration and by presenting a research paper showing evidence of outstanding work in the field.

10F-11S Introduction to Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Market processes, national income determination, money, models of the firm, and international trade. Selected applications. Emphasis on macroeconomics in 10 and on microeconomics in 11. The Department.

13W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than description. (Not open to those who have taken 10.) Open to juniors. Mr. Falvey.

[15S] Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the

government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems such as strikes in the public sector.

[20S] The Political Economy of American Poverty. Historical and institutional causes of poverty in an affluent society with special reference to the poor of African ethnic origin. Evaluation of liberal reforms, riots, forced income distribution, revolutionary change, and Black capitalism, in an attempt to find alternatives for the future. Prerequisite, 10-11.

21F Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression, and correlation. Laboratory work. Prerequisite, 10-11. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21.) Mr. Mead.

22S Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 21. (Offered in alternate years.) Mr. Bradfield.

23F Accounting. An elementary study of how the financial transactions of a business firm are usefully classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Mr. Wertimer.

24F Economics of Corporation Finance. Influence of capital markets upon the choice of investment projects, financial structure, and dividend policy of corporations. Examination of capital markets as allocators of wealth between consumption and investment, and of risk among investors. Aspects of financial portfolio selection, financial instruments, and stock price behavior. Prerequisite, 10-11. Mr. Bradfield.

25F Industrial Organization and Public Control of Business. The structure, conduct and performance of American industry; the application and interpretation of the anti-trust laws; detailed study of selected current problems of intervention. Prerequisite, 10-11. Mr. Falvey.

26S Environmental Economics. The problems of market breakdown caused by the existence of common property resources. The general problem of determining public policy to correct for market breakdown. Prerequisite, 10-11. Mr. Falvey.

[27S] Comparative Economic Systems. Comparisons between

market and planned systems, with special reference to managed capitalism and democratic socialism. Selected topics and current issues. Prerequisite, 10-11.

28W The Economics of World Food. An analysis of the economics of food production in alternative social systems and physical environments. Income, population growth and the demand for food. Internal distribution and world trade in food products. Prerequisite, 10-11 or consent of instructor. Mr. Mead.

29S European Economic History. Economic history of Europe from 1000 A.D. to the twentieth century. The medieval and early modern economies, Marxist and non-Marxist explanations of the industrial revolution, the characteristics and consequences of industrialization in Britain, Germany and France, the relative decline of Britain, the depression of the 1930's. Prerequisite, 10-11. Open to sophomores. Mr. Bostaph.

[30W] Approaches to Political Economy. An examination of methodologies used by economists including neo-classical, institutional and Marxist. Application to problems including growth, education, the capital controversy and the role of the state. The writings of Veblen, Friedman, Samuelson, Galbraith, and the "New Left." Prerequisite, 10-11. (Next offered 1977–78.)

31F Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 10-11. Mr. Bostaph.

32S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures. Theories of resource allocation, pricing, and income distribution. General equilibrium, and economic efficiency. Prerequisite, 10-11. Mr. Mead.

33S International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems and the mechanisms of adjustment. Prerequisite, 10-11. Mr. Bostaph.

34F Economic Development. Analysis of the process of development in low-income countries. Alternative models of growth. Population growth, education, and labor supply; savings, and capital supplies. Patterns of resource use, planning models, and project choice. Distributional issues in the growth process. Prerequisite, 10-11. Mr Mead.

35F Money and Banking. The role of money in the modern economy with special reference to the organization of the banking system in the United States. The theory of money and the goals and

mechanisms of monetary policy. Prerequisite, 10-11. Mr. Falvey.

36S Public Finance. The analysis of government spending and taxation as these impinge on questions of stabilization, resource allocation, and income distribution. Issues of fiscal federalism. Prerequisite, 10-11. Mr. Mead.

[37S] Economic Analysis of Urban Areas. The location, size and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity within the city. Analyses of selected urban problems and proposed solutions. Prerequisite, 10-11.

38W Mathematical Economics. An introduction to the application of mathematical tools to economic topics including optimization problems, growth theory, linear programming and input-output analysis. Prerequisite, 10-11 and Math 14 *or* Math 15 or consent of instructor. Mr. Bradfield.

[39S] Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 10-11.

42S History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 10-11. Mr. Bostaph.

Education

Students preparing to be teachers should concentrate in an appropriate teaching field. The teacher-training program of the department has been approved by the New York State Department of Education. Satisfactory completion of the following requirements will result in recommendation to the Department of Education that a certificate be issued: (1) completion of requirements for the baccalaureate degree; (2) academic preparation in a teaching field—English, foreign languages, mathematics, social studies, science; (3) four courses in the professional study of Education from among Education 21, 22, 31, 32, or 33; and (4) a college-supervised student teaching experience by enrollment in Education 34. Holders of New York State Certificates to Teach meet the requirements for provisional or initial teaching certificates in almost all other states.

21F, 22S Foundations of Education. First term: Historical, Philosophical. Second term: Sociological, Comparative. An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of

contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. Mr. Hunt.

31F, S Educational Psychology. The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Mr. Hunt.

32F, [fW], S Special Methods. Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Examination of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one course in Education or consent of the instructor. (32F offered each year; 32fW alternates with 32S; 32fW next offered 1977–78.) Mr. Hunt.

33 & 34F, S Secondary School Methods and Materials; Observation and Student Teaching. A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby secondary school for ten weeks at the beginning of the term to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, and conferences with the instructor, the supervising and cooperating teachers, and other student teachers required. Seminars during the remainder of the term to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Enrollment limited. Education 33 and 34 are taken concurrently. Prerequisite, one course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Ms. Hughes.

English

A concentration in English consists of eight courses in English and American literature, including 14 (or K140) and three other courses in literature before 1800. These latter should ordinarily be elected before the courses in literature after 1800. Students who meet the minimum college requirements for concentration Honors may elect to take a written and oral comprehensive examination in English late in their senior year; if they earn a grade of B+ or better on the examination, they will receive Concentration Honors.

10W The London Theater. Study of the current theatrical scene in London through attendance at a broad selection of productions and through discussions, lectures, and critical writing periodically evaluated. Applicable towards a concentration in Theater and Drama but not towards one in English. Prerequisite, consent of

instructor by October 1. Enrollment limited to 20. Extra cost. Mr. Barrett.

11F-12W, S Introductory College English. Instruction in writing through discussions, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature, with emphasis in 12 on epic and dramatic work translated from Greek and Latin. Enrollment in 12W limited to two sections of 12 each. Open only to Hamilton freshmen and spohomores. The Department.

14F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite, 11 with a grade of C minus, or its equivalent. (Same as Kirkland Literature 140.) The Department.

18W Personal Literature of the Augustan Age. A study of the literature of personal life written by English men and women between 1660 and 1800, including diaries, journals, letters, and autobiographies. Readings in works by such authors as John Bunyan, Samuel Pepys, Lord Chesterfield, Horace Walpole, James Boswell, Samuel Johnson, and Fanny Burney. Prerequisite, 14. Mr. O'Neill.

19W Autobiography. Readings in such works as Wordsworth's *Prelude,* deQuincy's *Confessions of an English Opium Eater,* Anthony Trollope's *Autobiography,* and Mary McCarthy's *Memories of a Catholic Girlhood.* Students will keep daily journals for class discussion and submit a final "autobiography" for evaluation. Enrollment limited to 15. Prerequisite, 14. Mr. Gordon.

20W Charles Dickens. *David Copperfield, Little Dorrit, Great Expectations, Our Mutual Friend.* Prerequisite, 14. Enrollment limited to 20. Mr. Briggs.

22S Poetry and the Novel Since 1800. Study of main trends in nineteenth century and early twentieth century poetry and the novel through analysis of representative works by Wordsworth, Shelley, Byron, Dickens, Thackeray, Meredith, and Joyce. Prerequisite, 14. Not open to seniors. Mr. Gordon.

23S The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 14. Not open to seniors. Mr. Briggs.

24S Modern British and American Drama. Study of representative plays by Wilde, Shaw, Yeats, Synge, O'Casey, Eliot, Pinter, O'Neill, Williams, Miller, Albee. Prerequisite, 14. Open to sophomores. (Of-

fered in alternate years.) Mr. Wagner.

25F Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 14. Mr. Wagner.

[26F] Introduction to the Reading of Poetic Texts. The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 14. (Next offered 1977–78.)

[27F] Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 14. (Next offered 1977–78.)

28S Chaucer. Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 14. Ms. Henderson.

29F Middle English Literature, 1300–1500. Chaucer's contemporaries and followers, including *Sir Gawain and the Green Knight, Piers Plowman, Kingis Quair,* Henryson's *Testament of Cresseid,* and Malory's *Morte D'Arthur.* Examining a wide range of medieval genres: romance, dream vision, love allegory, lyric, and drama. Prerequisite, 14. (Offered in alternate years.) Ms. Henderson.

30S Milton. Reading of all the major poems, including *Comus, Paradise Regained, Samson Agonistes,* and an intensive study of *Paradise Lost.* Particular attention to the ways Milton modifies previous literary forms. Prerequisite, 14. Open to sophomores. Mr. Roth.

31F Nineteenth Century American Literature. The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 14. Open to sophomores. Mr. Wagner.

32S Twentieth Century American Literature. Readings in poetry and fiction written primarily during the first half of the century. Special attention paid to works by James, Hemingway, Faulkner, Pound, Frost, T. S. Eliot, and Stevens. Prerequisite, 14. Open to sophomores. Mr. Marki.

33F The Early Renaissance. Study of developments in sixteenth century poetry, prose, and drama and their interconnections. Concentration on the works of Spenser, Sidney, Shakespeare, and Marlowe, as well as an intensive study of the first book of *The Faerie Queene.* Prerequisite, 14. Open to sophomores. Mr. Roth.

34S The Late Renaissance. Readings of representative works in poetry, prose, and drama of the seventeenth century before 1660.

Major emphasis on Donne, Jonson, Herbert, Marvell, and Sir Thomas Browne. Prerequisite, 14. Open to sophomores. Mr. Roth.

35F English Literature: 1660–1744. A study of major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 14. Open to sophomores. Mr. O'Neill.

36S English Literature: 1745–1800. A study of major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Richardson, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 14. Open to sophomores. Mr. O'Neill.

37F English Romantic Poetry. Study of the art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 14. Open to sophomores. Mr. Lindley.

[38S] English Victorian Literature. Study of representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 14. Open to sophomores. (Next offered 1977–78.)

39F-40S Twentieth Century British Literature. Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Yeats, Conrad, Joyce, Lawrence, and T. S. Eliot. Prerequisite, 14. 40 may not be taken as a separate course. Open to juniors. Mr. Briggs.

41F Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited to two sections of 12 each. Open to juniors. Messrs. Lindley and O'Neill.

42S The Writing of Fiction. A workshop approach to writing fiction. Student work to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. O'Neill.

43F-44S Elizabethan and Jacobean Drama. Readings in English plays from the beginnings, to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 14. 44 may not be taken as a separate course. Open to juniors. Mr. Barrett.

[45F] Studies in American Authors. William Faulkner and his Southern contemporaries (Flannery O'Connor, Robert Penn Warren, Eudora Welty, Katherine Anne Porter). Prerequisite, 14. Open to sophomores. (Next offered 1977–78.)

[46S] Studies in American Drama, Fiction, and Poetry. When next

offered,readings in twentieth century American poetry: Pound, W. C. Williams, Roethke, Lowell, Ginsberg, Creeley. Prerequisite, 14. Open to sophomores. (Next offered 1977–78.)

48S The Writing of Poetry. A workshop approach to writing poetry. Student poems to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. Lehman.

49S Criticism. Selected readings in literary theory with emphasis on critics of this century. A long essay showing the student's progress in developing his own critical methods required. Individual and group consultation. Prerequisite, 14. Open to seniors, and to others with consent of the instructor. Mr. Marki.

Environmental Studies

See appropriate courses in Geology and Life Sciences.

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 20-level courses in each and two courses numbered 30 or higher. Candidates for honors should substitute a 50-level course, which could be in a combination of languages or in one, for one 30-level course.

Geology

A concentration in Geology consists of 13, 14, 50 and seven other courses. With permission of the department the student may substitute two courses from among Life Sciences, Chemistry, Mathematics, or Physics. Students considering a concentration in Geology are urged to take 13 and 14 in their freshman year. Each Winter Term the department offers, alternately, a field trip or a geologic mapping exercise in the Texas-New Mexico region.

12S Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. May not be counted toward the concentration. (Offered in alternate years.) Mr. Potter.

13F Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, landforms, and the geologic time scale leading to the study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise. All-day field trip. Mr. Potter.

14S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 13. Mr. Hawley.

21F Geomorphology. The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional processes, and to climate. Field and classroom study of environmental problems as these relate to landforms and to geomorphic processes. The principles to be illustrated by topographic maps and airphoto interpretation of areas from the various physiographic provinces of North America. Three hours of class and three hours of laboratory or field study, with one extended field trip. Prerequisite, 13. Mr. Hawley.

23F-24S Structural and Field Geology. A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three hours of class and three hours of laboratory or field exercises, plus at least two weekend field trips. Prerequisite, 14. (Alternates with 33, 34.) Mr. Hawley.

25F Mineralogy. Introduction to crystallography, crystal chemistry, and the theory of optical minerology. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 13 or consent of instructor. Mr. Potter.

[28S] Glacial Geology. Origins of glacial climates, nature and movement of glaciers, glacial erosion and deposition. Three hours of class and three hours of laboratory or field study. Prerequisite, 13. (Next offered 1977–78.)

31S Igneous Petrology. A study of the chemistry, mineralogy and origin of igneous rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 25. (Offered in alternate years.) Mr. Potter.

[32S] Sedimentary and Metamorphic Petrology. The chemistry, mineralogy, and origin of sedimentary and metamorphic rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 25. (Next offered 1977–78.)

[33F] Stratigraphy and Sedimentation. The principles of stratigraphy and interpretation of environments of deposition, and paleogeography, developed from class, field, and laboratory study of sedimentary rocks. Three class periods and a field or laboratory

exercise each week. One extended field trip to the Hudson Valley region. Prerequisite, 14. (Next offered 1977–78.)

[34S] Invertebrate Paleontology and Biostratigraphy. The classification, evolutionary relationships, and history of invertebrate fossils. Field study of fossils and the rocks in which they are found, as indicators of depositional environments and geologic age. Three class periods and a field or laboratory exercise each week. Prerequisite, 14. 33 is strongly recommended. (Next offered 1977–78.)

[35W] Field Mapping, West Texas. Introduction to principles and practice of geologic mapping using aerial photographs as base map. Headquarters at Sul Ross State University, Alpine, Texas, and daily travel to structurally complex field area in Marathon Basin; inclusion of igneous problem if time and weather permit. Extra cost. Minimum enrollment 5; maximum 12. Prerequisite, 13. (Next offered 1977–78.)

36W Field Study in West Texas and Southern New Mexico. A study of regional geology, with emphasis on field evidence for, and interpretation of, geologic history; economic geology (especially petroleum), arid geomorphology, and development of karst topography (Carlsbad Caverns). Occasional camping. Extra cost. Minimum enrollment 5; maximum, 12. Prerequisite, 13. (Offered in alternate years.) Mr. Hawley.

50S Senior Seminar. Study and group discussion of topics related to the nature and evolution of the earth, including seismic evidence for internal structure, gravity and isostasy, heat flow, paleomagnetism, structures of the ocean basins and continents, plate tectonics. Other topics selected by students. Student presentations required at each weekly meeting. Prerequisite, 14 and either 23-24 or 31 and 32, or consent of department. The Department.

German

A concentration in German consists of eight courses numbered 14 or higher but including 21 and 50. Work in German may lead to either of two concentrations, one in Foreign Languages (see page112) or in German proper as described above.

11F-12S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading and writing. Four hours of class and laboratory work. The Department.

13F Intensive Course for Beginners. Covers the work of two normal terms of introductory German in one term. Eight hours of class plus laboratory. Carries two courses' credits. Messrs. Liedke and Colby.

14F,S Intermediate German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 12 or equivalent. Mr. Liedke, Ms. Weiss.

15S Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 14. Mr. Colby.

21F, 22S Introduction to Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 21, medieval poets to Goethe *(Urfaust);* 22, romantic writers to Thomas Mann. Prerequisite, 14. Ms. Weiss, Mr. Colby.

23F-24S Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 14. (24 may be taken as a separate course only with the permission of the Department.) Mr. Liedke.

[32F] The German Drama of the Nineteenth and Twentieth Centuries. Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 14. (Next offered 1977–78.)

[33W] The German Theater. Study of major and minor dramatic genres with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays chosen from, among others, *Hörspiele, Einakter,* and *Fastnachtspiele.* Prerequisite, 14. (Next offered 1977–78.)

[34] The Nobel Laureates of German Literature. The works of Heinrich Böll, Gerhart Hauptmann, Hermann Hesse, Thomas Mann and Nelly Sachs evaluated in comparison with those of other prominent contemporaries such as Franz Kafka, R. M. Rilke, and Heinrich Mann. Prerequisite, 21. (Next offered 1977–78.)

35W German Non-fiction. Study of literary aspects of the writings of German philosophers, historians, scientists and journalists. Selected writings by such figures as Kant, Nietzsche, Ranke, Burkhardt, Ricarda Huch, von Frisch and Konrad Lorenz. Prerequisite, 21. Mr. Colby.

[36S] German Reformation and Baroque Literature. Readings selected from among such authors as Luther, Hutten, Hans Sachs, Grimmelshausen, Reuter and the 17th Century poets, with particular emphasis on the development of German as a literary medium. Prerequisite, 21. (Next offered 1977–78.)

40S German Romanticism. Study of the origins, literary expressions, and impact of the Romantic Movement in Germany. Prerequisite, 21. Ms. Weiss.

[41F] Goethe. Readings from Goethe's works with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 21. (Next offered 1977–78.)

43F German Poetry. Critical study and interpretation of German poetry. Prerequisite, 21. Mr. Colby.

[44S] Contemporary German Literature. Readings in the literature of Austria, Germany and Switzerland and in the works of the writers in exile since World War II. Prerequisite, 21. (Next offered 1977–78.)

50F, S Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 21. The Department.

GERMAN LITERATURE IN TRANSLATION

16S Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the 13th to the 19th century. Mr. Liedke.

Government

A concentration in Government consists of eight courses; six of these must be at the 20-level or higher, including 29, which must be completed by the end of the junior year. Not more than one Winter Term course may be counted toward a concentration. The Term in Washington Program offers students the opportunity to combine regular academic study with the experience and understanding which can be gained only by working in congressional and executive offices.

[10W] Political Corruption. A theoretical analysis of corruption. The study of corruption as an introduction to political analysis, its meaning and function, its importance as a problem of political development and as a pathological condition. Not open to juniors and seniors without the consent of instructor. Enrollment limited to 20. (Next offered 1977–78.)

[11W] Balance Sheet on Vietnam. The meaning of the Vietnam episode for American foreign policy, politics, and society. The relationships between the President and the Senate, the role of public opinion and the influence of the military-industrial complex; relationships with the post-colonial world, and with the United Nations. Enrollment limited to 20. (Next offered 1977–78.)

12F Comparative Politics. An introduction to foreign political systems, approaches used in the comparative study of governments and politics. Political parties and interest groups, political elites, policy-making, policy implementation, political culture and political development and change discussed in the context of an examination of

selected Western and non-Western political systems. (Same as K112S.) Mr. LeoGrande.

[13W] The Anglo-American Legal System. A study of the development, major characteristics, and problems of the Anglo-American legal system. Enrollment limited to 15. (Next offered 1977–78.)

14F, S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; foreign policies and conflicts of the great powers; united nation system. Analysis of selected problems. Search for patterns in international affairs. Mr. Richardson.

15W Power, Legitimacy and the Peaceful Transfer of Authority. A seminar and internship course based in Washington analyzing and participating in the presidential inauguration and the organization of leadership in the new Congress. Transfer of authority as a result of Watergate, and in other systems will also be discussed. Enrollment limited to 20. Mr. Frantzich.

16F, S The American Political Process. Introduction to American national institutions: the Congress, the Presidency, the Courts and bureaucracy. Topics considered include: political culture and behavior, the role of elites and social class. (Same as K116F, S.) Mr. Anechiarico, Mr. LeoGrande.

17W The Citizen and the Police—The Politics of Public Safety. A review of the literature on the police function; a study of survey data of citizen and police officer responses to the system. Enrollment limited to twenty. Mr. Anechiarico.

18F Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Rockwell.

19S Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. Mr. Rockwell.

20W Revolutionary Change in Cuba. An analysis of the Cuban revolutionary experience since 1959. The consolidation of the revolution's socialist course; the socialization of the economy and the regime's economic policies; the institutionalization of the new political system, including the role of the party, the state apparatus, and the mass organizations; and the charismatic role of Fidel Castro. Enrollment limited to 25. Mr. LeoGrande.

22S The Executive Process. An analysis of the recruitment and behavior of chief executives and their staffs on all levels of government with primary emphasis on the U.S. presidency. Special atten-

tion to an analysis of the role and power of the chief executive and his relationships with the other branches of government. Mr. Frantzich.

[24F] The Politics of Sub-Saharan Africa. Case studies based on individual research. Emphasis on colonial regimes, political modernization, African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U. N. interests in Africa. Prerequisite, 12 or 14. (Next offered 1977–78.)

25F The National Policy Process. Perspectives on the setting of public goals and the organization of public means to accomplish them. The formation of social welfare policy in New York State will be used as an illustration. Prerequisite, 16. Mr. Anechiarico.

[26F] Asian Politics. Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. Prerequisite, 12 or consent of instructor. (Next offered 1977–78.)

27F Politics in Latin America. A survey of the major political forces within Latin American societies. Among the topics considered will be class cleavage and political instability; the roles of the church and the military; political culture and ideology; the impact of external powers upon domestic politics; and the implications of varying modes of development. (Same as K215.) Mr. LeoGrande.

28S The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite, 16 or consent of the instructor. (Same as K228F.) Mr. Frantzich.

29S The Scope and Methods of Political Science. Introduction to the philosophical and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, two courses in Government. (Same as K229.) Mr. Anechiarico.

30S Political Development and Modernization. A theoretical analysis of political change and development, with particular attention to these processes in the context of socio-economic modernization. The meaning of political development; social mobilization and political participation; legitimacy and political institutionalization; political development in "developed" political systems. Prerequisite, 12 or 14. Mr. LeoGrande.

31F Organization Theory. Study of organizational phenomena such as decision-making, hierarchy, specialization, and decentralization with special reference to the American political system. Open to juniors. Mr. Lewis.

32F American Foreign Policy. Emphasis on roles played in decision-making by the President, Departments of State and Defense, public opinion, the Foreign Service. Selected case studies: Cuba, Viet Nam, arms control, Middle East, detente, aid programs. Prerequisite, two courses in Government, History or Economics. Mr. Richardson.

33F The Supreme Court and the Constitution. Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two courses in any combination in American Government or American History. Mr. Rockwell.

34S The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two courses in American Government or American History. Mr. Rockwell.

35S Urban Politics. Consideration of cultural, social, economic, and political settings of urban areas in the United States. Special emphasis placed on fiscal constraints and policy alternatives facing urban decision-makers. Prerequisite, Government 16. Mr. Anechiarico.

36S Comparative Communist Political Systems. An analysis of the similarities and differences between communist political systems. Patterns of decision-making, political participation, political control, and political change; Marxism-Leninism as a common ideology, and ideological differences between communist regimes; strategies of economic development and planning; foreign policies; analytic models of communist political systems (totalitarianism, group conflict, and bureaucratic models); research on communist systems. Prerequisite, 12 or consent of instructor. Mr. LeoGrande.

[37S] The Electoral Process. Examination of political campaigning. Emphasis on voting behavior, polling and demographic research. Campaign strategy, planning and organization considered. Prerequisite, 16 or consent of the instructor. (Next offered 1977–78.)

[38S] Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science; policy for science and technology; influence of science and technology on policy. Focus on the United States with comparisons to Western Europe, the Soviet Union, China

and the low-income countries. Open to sophomores. (Next offered 1977–78.)

39S International Law. Sources, institutions and enforcement of international law. The search for effective legal standards via the World Court, arbitration and the pacific settlement of disputes. Law of treaties, war and international legal protection of human rights. Prerequisite, two courses in Economics, Government or History. Mr. Richardson.

[43S] Public Policy Analysis. Conceptual approach to understanding and evaluating public policy. Emphasis on political economy, public choice models, decision making, power, values and their role in shaping and evaluating policy alternatives. Prerequisites, 16 and one other course in Government and one in Economics, or consent of instructor. (Next offered 1977–78.)

44S Problems in International Politics. An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations. Emphasis on public and private international organizations. Prerequisite, 14. Mr. Richardson.

[45F] Chinese Politics. Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political and social change. Prerequisite, one course in comparative government beyond 12, or consent of instructor. (Next offered 1977–78.)

49F-50S Topics in Politics. Individual research project selected spring of the junior year by the student with the approval of a faculty sponsor and supervised by him. Culminates in senior thesis. Required for departmental Honors. Open only to senior concentrators. The Department.

Term in Washington. Director, Mr. Frantzich. See page 27.

History

A concentration in History consists of eight term courses, including 49, which provide acquaintance with at least two areas (Europe, America, Asia) and experience in depth in at least one of them. Courses may be elected from the offerings of either Hamilton or Kirkland College, including History of Science. Students may earn departmental honors through distinguished achievement in their history course work, including 50 (or K500).

10F Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Ms. Kanipe.

11S The Modern Middle East. The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nation-states. Stress on international involvements and political, socioeconomic, and cultural change in the area. Mr. Subtelny.

12F Kievan, Muscovite, and Early Imperial Russia. Russia from the ninth century to 1825, stressing political and cultural interaction with its Turkic, Byzantine, and Western neighbors. Mr. Subtelny.

13W Immigration and Ethnicity in American History. The formation of the American population; assimilation and acculturation, nativism. Mr. Ellis.

14F East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. Mr. Lee.

15W The Cold War. A study of the role of the United States in post-World War II international affairs, as perceived by traditional and revisionist historians. Mr. Millar.

16F American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Mr. Millar.

17S American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Mr. Millar.

[18S] America in the National Period. The rise of Jeffersonian and Jacksonian democracy; reform movements; causes and results of the Civil War. (Next offered 1977–78.)

19F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. Ellis.

20S France in Modern Times. The development of French history, society, and culture from 1815 to the present. Ms. Kanipe.

21S South Asia. A survey of the history of the Indian sub-continent — India, Pakistan, and Bangladesh — from the earliest times to the present, with emphasis upon the social and religious forces which have provided its continuity. (Offered in alternate years.) Mr. Lee.

22S Modern European Diplomatic History. Diplomatic relations among the nations of modern Europe, with emphasis on the events of the last one hundred years. (Offered in alternate years.) Ms. Kanipe.

23S Late Imperial and Soviet Russia. Russia from 1825 to 1945, with emphasis on the relationship between Russia and the West and

on continuity and change in the Old and New Regimes. Prerequisite, 12. Mr. Subtelny.

24S East Asia in the Modern World. The Western impact on East Asia; the reactions of China, Korea, and Japan to Western pressures. Prerequisite, 14. Mr. Lee.

25S Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1900; emphasis on the impact of two World Wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. (Offered in alternate years.) Ms. Kanipe.

26S Seminar in American Colonial History. Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 16. Mr. Millar.

27F Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. Mr. Millar.

28S The American West Since 1781. A study of expansion, Indian-white relations, land policy, transportation, agriculture, community formation, conservation, and Western impact on culture and politics. Emphasis on nineteenth century developments. Mr. Ellis.

29S Seminar in Recent American History. A topical study of recent American political, economic, and social developments and the role of the United States in the world since 1914. Prerequisite, 19. Mr. Ellis.

30F Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. Mr. Traer.

[31S] Europe in the Nineteenth Century. Emphasis on social and economic, as well as political, history including demographic change, industrialization, the rise of new social classes, and the development of institutions and culture.

[32F] Topics in Middle Eastern History. Topic for 1977–78: The rise of new bureaucratic, military, and intellectual elites in the nineteenth and twentieth century Middle East; relationships between elitism and the nature of politics and ideology. Prerequisite, 11. (Next offered 1977–78.)

33F Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language desirable. Prerequi-

site, 23. (Offered in alternate years.) Mr. Subtelny.

34F Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French desirable. Prerequisite, 10 or 20. (Offered in alternate years.) Ms. Kanipe.

[35S] Fascism in Western and Eastern Europe. A comparative analysis of the social, economic and ideological roots and forms of fascism in Western and Eastern Europe during the interwar period. Prerequisite, one course in modern European history. (Next offered 1977–78.)

36F The Black Man in America. A survey of the relationship between black and white society in America, from colonial times to the present. Open to sophomores. (Offered in alternate years.) Mr. Millar.

[37W] Imperialism in Northeast Asia. A diplomatic history of the decade 1895–1905; the effects upon the Chinese empire of the policies of Japan, Russia, Britain, France, Germany, and the United States. Prerequisite, 14, 17, or Government 14. (Next offered 1977–78.)

38S New York State. The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. (Offered in alternate years.) Mr. Ellis.

39F Urban America. The urban impact upon American thought, culture, and institutions. Prerequisite, any two courses in American history. Mr. Ellis.

[41S] Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language desirable. Prerequisite, 30.

42F Topics in Comparative History. Topic for 1976–77: the imperial ideologies and practices of the Ottoman, Russian, and Hapsburg empires; emphasis on the integration and disintegration of imperial states. Prerequisite, two courses in European history. Mr. Subtelny.

43W Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government 213. Extra cost. Limited enrollment. (Same as Russian 43.) (Offered in alternate years.) Messrs. Subtelny and Young.

44F Modern Japan. The modernization of Japan and its subsequent

domestic and international development. Prerequisite, 24. Mr. Lee.

45S Modern China. Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 24. Mr. Lee.

[46F] Seminar on the Black Man in America. Analyses of the relationship between black and white society in America, from documentary sources. Prerequisite, 36. (Next offered 1977–78.)

49F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

50F, S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required of candidates for departmental Honors. Prerequisite, 49. (Equivalent to 500.) The Department.

Mathematics

A concentration in Mathematics consists of six core courses (13-14 or 15, 21, 22, 30 or 31, and 33) and four electives of which at least three must be at the 30-level or higher. Physics 21 may be used to satisfy a concentration requirement. A concentrator will emphasize one of four areas: Applied Mathematics, Computer Science, Pure Mathematics, or Statistics. The grade of B or higher in 49-50 and an average of at least 88.0 in all mathematics courses taken, excluding 13-14 (or 15), is required for departmental honors.

11F Pre-Calculus Mathematics. A study of topics necessary for the study of the Calculus, including functions, logarithms, exponentials, set notation, trigonometry, solution of equations, graphing techniques, analytic geometry, and word problems. May not be counted toward fulfillment of the concentration. Placement in the course subject to the approval of the Department. Not open to juniors. Mrs. Ludington.

12S Excursions in Mathematics. An introduction to mathematical thought and problem solving, with topics selected from number theory, geometry, elementary topology, probability and statistics, computer science, mathematical recreations. May not be counted toward the fulfillment of the concentration. Mr. Troccolo.

13F, W, S-14F, W, S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable including topics from analytic geometry and numerical methods, concluding with the study of infinite series. Four hours of class F, S. Some sections of this course, including all of those during the Winter Term, offered under the Self-paced Calculus program. The Department.

15F Calculus and Analytic Geometry. A single semester review of the material of Mathematics 13-14. Offered only to those who have studied calculus but do not qualify for 21. Placement by the Department. Successful completion of 15 carries credit equivalent to 13-14. Offered under the Self-paced Calculus program. Mr. Anderson.

17S Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures, and assembly language. Prerequisite, 14 or 15. (Same as K170.) Mr. Anderson.

21F, W Multivariable Calculus. The study of differential and integral calculus of several variables; partial differentiation, multiple integrals, vector calculus. Introduction to ordinary differential equations. Prerequisite, 14 or 15. The Department.

22S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems; eigenvalues; mathematical and physical applications. Prerequisite, 21. The Department.

23F Introduction to Probability and Statistics. A first course in probability and statistical inference including: random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses, and the central limit theorem. (Credit will not be granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 14 or 15. Mr. Troccolo.

24S Second Course in Probability and Statistics. Topics including the law of large numbers, jointly distributed random variables, correlation and regression theory (including least-squares methods), Chi-square testing, Bayesian and non-parametric methods and introduction to experimental design and decision theory. Prerequisite, 23. Mr. Troccolo.

[26S] Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 14 or 15. (Next offered 1977–78.)

28S Graph Theory and Combinatorics. Isomorphism and connectedness of graphs, trees, directed graphs, Eulerian and Hamiltonian circuits, planarity and coloring problems, duality; flows in networks and the Ford-Fulkerson algorithm with applications to resource allocation; applications to mathematical models in other disciplines. Prerequisite, 13 or 15. Mr. Smallen.

30S Real Analysis. Topics in analysis including the real number system, sets and functions, continuity, differentiation, metric spaces,

the Riemann-Stieltjes integral, and sequences and series of functions. Prerequisite, 22. Mr. Birnbaum.

31F Advanced Calculus. Selected topics from classical analysis including line and surface integrals, vector differential calculus, Fourier series and orthogonal functions, the Laplace transform, and special functions of particular interest to physical scientists. Prerequisite, 22. Mr. Fowler.

32S Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31 or 35. Mr. Troccolo.

33F Modern Algebra. A study of algebraic structure; systems with one or two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 22. Mr. Anderson.

34S Advanced Linear and Abstract Algebra. Continuation of linear and multilinear algebra of 22 and 33: exact sequences of abelian groups, tensor products, determinants; Galois theory and roots of polynomials. Prerequisite, 33. Offered in alternate years. Mrs. Ludington.

36S Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 17 and 22. Mrs. Ludington.

[39F] Number Theory. Topics in number theory including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, continued fractions. Prerequisite, 33, or the consent of the instructor. (Next offered 1977–78.)

41F Topology. An introduction to topology, including metric spaces and the study of compactness, connectedness, separation, convergence, and continuity in general topological spaces. Prerequisite, 30. Mrs. Ludington.

42S Measure and Integration. An introduction to Lebesque measure theory, including the topics of measurable functions, integration and convergence theorems. Prerequisite, 30. Mr. Fowler.

49W-50S Thesis. A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department. The Department.

Music

A concentration in Music consists of 11-12, 21-22, 31-32; two courses from 25, 26, 27; four courses from among K101-102, K201-202, and K301; two additional courses from the foregoing or other

departmental offerings. A student demonstrating proficiency in basic keyboard technique may elect without cost four terms of work in another instrument or in voice.

11F-12S Principles of Music. An examination of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear training, and sightsinging. Consideration of the problems of musical meaning, performance practice, and the means of transmission. No previous knowledge of music required, but must not be tone-deaf. 12 may be taken as a separate course only with consent of instructor. Mr. Bonta and the Department.

13F-14S Solo or Ensemble Performance I. The study of music through performance, either in the form of private instruction or in the form of chamber music with group coaching, in either voice or instruments. Prerequisite, the consent of the Department. This course, successfully pursued for two terms, will earn one course credit. Academic credit will be granted for either individual instruction or work in chamber music, not for both. The Department.

15F-16S Group Performance. The study of music through performance, either in the College Choir, the Brass Choir, or in the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four terms will be equivalent to a one course credit. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

19F American Music. An examination of sacred and secular music and musical tradition in North America from 1620 to 1920; emphasis will be on those features which distinguish American music from that of Western Europe. Topics include: New England Psalmody and singing schools; music of the Ephrata, the Moravians, the Harmonists; attempts to transplant European music to the American frontier; native American composers—Billings, Mason, Foster, Ives; Slave songs and spiritual "Indian operas"; Nationalistic and Romantic ballads. (Offered in alternate years.) Mr. Spear.

21F-22S Basic Keyboard I. Development of basic piano technique. Work in score reading, the use of clefs, transposition, and continuo realization. Designed for and required of the music concentrator, but also open to the non-concentrator upon the payment of a fee. This course successfully pursued for two terms will earn one course credit. The Department.

23F-24S Solo or Ensemble Performance II. A continuation of Music 13-14. Prerequisite, 13-14 and the consent of the Department. Co-requisite, a course in music theory or music history. May not be

counted toward fulfillment of the concentration. The Department.

[25F] Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Next offered 1977–78.)

[26S] Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent.

27F Problems in Classic and Romantic Music. The study of selected works from the Western tradition from 1720 to 1914, including those by major composers from Gluck to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Offered in alternate years.) Mr. Bonta.

[29F] Survey of Choral Literature. A systematic examination of representative works in the choral and choral-orchestral repertoire, from 1450 to the present; stylistic traits, performance practices and aesthetic considerations. Prerequisite, 11-12 or consent of instructor. (Next offered 1977–78.)

30S Conducting. A study of the conductor's basic approach to the musical score, both instrumental and vocal, dealing largely with the physical skills needed for effective non-verbal communication with a musical ensemble. Prerequisite, 11-12 or K101-102 or consent of instructor. Mr. Spear.

31F-32S Basic Keyboard II. A continuation of Music 21-22. Prerequisite, 21-22. The Department.

33F-34S Solo or Ensemble Performance III. A continuation of Music 23-24. Prerequisite, 23-24 and the consent of the Department. Consent will be contingent upon the student's demonstrating enough growth in musical comprehension to justify further work in performance. Co-requisite, a course in music theory or music history. May not be counted toward fulfillment of the concentration. The Department.

43F-44S Solo or Ensemble Performance IV. A continuation of Music 33-34. Prerequisite, 33-34 and the consent of the Department. Co-requisite, a course in music theory or music history. May not be counted toward fulfillment of the concentration. The Department.

Philosophy

A concentration in Philosophy consists of 21, 23, 24, and five other courses including advanced study in epistemology and metaphysics, axiology, and logic and philosophy of science. Candidates for honors must pass with distinction special written and oral examinations in the spring of the senior year.

11F Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Not open to seniors. The Department.

18S Political and Social Philosophy. Investigation of principal issues of social and political philosophy, with special emphasis on those involving legitimacy, equality, rights, and freedom. Not open to seniors. Mr. Hamblin.

21F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization, from early Greek times to the fall of Rome. Open to sophomores. The Department.

[22W] The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 21. (Equivalent to K202W.)

23S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 21. The Department.

24F, S Symbolic Logic. A study of formal techniques for symbolizing arguments and evaluating inferences. 24F not open to freshmen. Ms. Ring.

25W Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techinques of conceptual analysis to such problems. Mr. Hamblin.

26W Philosophy of Natural Science. A study of selected topics in the philosophy of science, such as the distinction between observation and theory and the nature and justification of inductive reasoning. Ms. Ring.

27S Philosophy of Rational Choice and Decision. Analysis of issues in rational value theory, probability and inductive logic, economics, game theory, formal decision theory and ethics, with emphasis on the concepts of fairness and justice. Open to sophomores. Mr. Black.

28F Philosophy of Language. Examination of contemporary issues in the philosophy of language. Study of such topics as the nature of

language, the relation of language to reality, and the relation of language to thought. Open to sophomores. Mr. Kaufman.

29F Philosophy of Mind. A study of recent work in the philosophy of mind, with emphasis on the relation between the mind and the brain. Attention is given to the bearing of scientific discoveries on this issue. Open to sophomores. Ms. Ring.

[31F] Islamic Thought. The faith, practices, history and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 31.) (Next offered 1977–78.)

32S Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 32.) Mr. Blackwood.

[33F] Philosophy of the Social Sciences. An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, objectivity, and value-neutrality. Open to sophomores.

34S Contemporary Analytic Philosophy. A consideration of the important developments in twentieth-century Anglo-American philosophy, with practice in the application of techniques of philosophical analysis. Prerequisite, 23, or consent of the instructor. Mr. Kaufman.

35S Philosophy of Logic. Study of the ground, nature, and extent of logical truth. Emphasis on such issues as the basis of standard logic, the justification of a logic of necessity and possibility, the justification of deviant logics, the possibility of reducing mathematics to logic, and the implications of various logics. Prerequisite, 24. Mr. Kaufman.

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Religion 36.) Mr. Williams.

[38S] Philosophy of Law. Inquiry into the nature and authority of law, the character of judicial reasoning, and the justification of punishment, with particular attention given to the relation of legality and morality. Open to sophomores. (Next offered 1977–78.)

41F Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Religion 41.) Mr. Blackwood.

[42S] Seminar in Metaphysics. Advanced study of some principal metaphysical problems, including determinism, causality, and the explanation of action. Prerequisite, Philosophy 24 and one other course in philosophy, or consent of the instructor.

[43S] Seminar in the Foundation of Knowledge. An examination of contemporary theories of knowledge with special attention given to the bearing of those theories on the question of whether there is an ultimate foundation in logic, language, or experience for all knowledge. Prerequisite, two courses in Philosophy or consent of the instructor.

[45F] Seminar in Meta-ethical Theory. An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G. E. Moore, Charles Stevenson, R. M. Hare, and others. Prerequisite, two courses in Philosophy. (Equivalent to K268.)

46F Contemporary Studies of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice, and their consequences for liberty and equality. Prerequisite, two courses in philosophy. Mr. Hamblin.

Physics

A concentration in Physics consists of 13-14 or 11-12 and 21, 23, 24, 25, 31, 41 and one other course at the 20-level or higher. Prospective concentrators should take Physics 13-14 and Mathematics 13-14 in the freshman year. Freshmen interested in the 3-2 engineering program affiliating Hamilton with Columbia and R.P.I. should take Physics 13-14, Mathematics 13-14, and Chemistry 11 or 15. Students with Advanced Placement in physics or mathematics should consult the Department chairman. Honors in Physics requires outstanding work in an independent study project sponsored by the department.

11F-12S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Three hours of class and three hours of laboratory. The Department.

13F-14S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Differential and integral calculus introduced and used. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three hours of class and three hours of laboratory. The Department.

15S The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course

about the principles of contemporary physics for students not going on in science. Mr. Pearle.

16F Introduction to Astronomy. A description of the universe starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Stellar observations and deduced characteristics. Structure of galaxies. Cosmology. Mr. Millet.

17W The Physics of Energy. A study of the physical laws and principles which apply to energy and to its sources and uses. Special attention to solar energy and wind power. Mr. Ring.

21F Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles, resonance, the two-body problem, celestial mechanics, wave motion, Lagrange's equations. Topics in mathematical physics such as linear differential equations, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14 or 11-12 and Mathematics 13-14. Mr. Millet.

23F Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, triodes, and transistors. Circuits ranging from diode rectifiers, triode amplifiers, transistor oscillators to operational amplifiers and integrated circuit adders and counters discussed in class and investigated in the laboratory. Prerequisites, Physics 13-14 or 11-12 and Mathematics 13-14. Three hours of class and three hours of laboratory. Mr. Pearle.

24F Electricity and Magnetism. Maxwell's Equations studied in both differential and integral form. Plane electromagnetic wave propagation in vacuum, properties of dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 13-14 or 11-12 and Mathematics 13-14. Mr. Ring.

25S Statistical Physics. A study of large scale systems from the point of view of molecular theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of the molecules. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Applications to various physical systems. Prerequisites, 13-14, or 11-12 and Mathematics 13-14. Mr. Millet.

[26S] Introduction to Astrophysics. A survey which integrates the observations of astronomy with physical theory. Solar system structure and laws, equations of stellar models, degenerate matter, cosmological models. Current problems. Prerequisite, 13-14 or 11-12

and Mathematics 13-14. (Not open to those who have had 16.) (Next offered 1977–78.).

31F Quantum Mechanics. A formal development of the basic theory and applications to physical systems. Prerequisites, 21 and 24. Mr. Pearle.

[32S] Classical Theoretical Physics. The dynamics of particles and fields and the accompanying mathematics of ordinary and partial differential equations. Lagrangian and Hamiltonian mechanics. Variational principles and Noether's theorem in the context of particle motion. Scattering and radiation in the context of fluid flow and electromagnetism. Prerequisite, 21 and 24. (Next offered 1977–78.)

33S Light. The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21 and 24. Three hours of class and three hours of laboratory. (Offered in alternate years.) Mr. Millet.

34F Plasma Physics. Description and properties of the plasma state of matter. Cartesian tensors. Plasma production, kinetic theory and collision processes. Charged particle interactions. Fusion and magnetohydrodynamic power production. Prerequisites, 21 and 24. (Offered in alternate years.) Mr. Cherry.

[36F] Nuclear and Elementary Particle Physics. Properties of atomic nuclei and subatomic particles. Symmetries and conservation laws. Strong, electromagnetic, and weak interactions. Nuclear and elementary particle models. Prerequisite, 31 or taken concurrently. (Next offered 1977–78.)

38S Solid State Physics. Study of the crystalline state of matter. Topics include periodic lattice structure, reciprocal lattice, lattice dynamics, allowed electronic energy states, Brillouin zones and Fermi surfaces. Applications to such problems as semi-conductors and the dielectric and magnetic properties of solids. Prerequisites, 21 and 24. (Offered in alternate years.) Mr. Ring.

39S Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisites, 21 and 24. (Offered in alternate years.) Mr. Pearle.

41S Advanced Physics Laboratory. Introduction to some of the techniques and apparatus of modern experimental physics applied in the fundamental experiments in such fields as light, heat, atomic, nuclear and elementary particle physics. Six hours of laboratory. Prerequisite, 31. Mr. Cherry.

Psychology

A concentration in Psychology consists of eight courses; these must include the following: 10 or K112 or K114; 15; 21 and five advanced courses, two of which must be laboratory courses chosen from among 32, 33, 35, 36, 38, K324, K337, K391. Prospective concentrators should elect 15 by Spring of their sophomore year, and concentrators should elect 21 no later than fall of the junior year. Mathematics 23-24 may be substituted for Psychology 21. It is recommended that students preparing for graduate work in experimental psychology take at least Physics 11-12 and Mathematics 13-14.

A concentration in Psychobiology consists of Life Science 111-112, which will substitute for Psychology 10, K112, or K114; Psychology 15, 21, 33, and 35; and two advanced courses in Life Science chosen from among 222, 227, 331, 332, 333, and 334. Students planning for graduate work in Psychobiology should also take Chemistry 23-24.

Students may earn departmental honors through distinguished achievement in Psychology courses including 50 and a successful oral defense of a thesis based on independent research.

10F, S Science of Mental Life. An introduction to the study of cognitive processes. Topics such as sensory processes, perception, learning, motivation, memory, thinking and language. Messrs. Gescheider and Gulick.

15S Principles of Experimental Psychology. Experimental study of animal and human behavior. Topics include conditioning, learning, motivation, memory and the physiological bases of behavior. Laboratory work includes experiments with humans and animals. Three hours of class and three hours of laboratory. Prerequisite, 10 or K112, or K114 or Life Science 111.

21F Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in psychological research. Three hours of class and three hours of laboratory. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) Mr. Herrmann.

[22S] Research Methods in Psychology. A study of research methods employed in contemporary psychology. Topics include instrumentation, experimental design, measurement and data analysis. Prerequisites, 15 and 21. (Next offered 1977–78.)

[31W] Advanced Statistical Analysis. Analysis of variance, nonparametric tests, factor analysis and multidimensional scaling as applied to specific problems of psychological data analysis. Prerequisite, 21.

[32F] Conditioning and Learning. A study of the principles of Pavlovian conditioning, instrumental learning and attentional processes

in learning. Experiments with animal or human subjects. Three hours of class and three hours of laboratory. Prerequisite, 15. (Next offered 1977–78.)

33F Physiological Psychology. The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion, memory and learning. Three hours of class and three hours of laboratory. Prerequisite, 15. (Offered in alternate years.) Mr. Vaughan.

34fW Computers in Psychological Research. A practical introduction to on-line experimental control and data analysis. Topics include experimental design, theory of operation of minicomputer hardware and software, assembly and higher-level programming languages, and the use and applications of software packages. Term project required. Enrollment limited to 10. Prerequisite, Psychology 15 or Mathematics 17 or K160 or K170. Mr. Vaughan.

35S Perception and Psychophysics. A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of class and three hours of laboratory. Prerequisite, 15. Mr. Gescheider.

36W The Cutaneous Senses. An investigation of the anatomy, physiology, and psychophysics of the cutaneous senses. An introduction to the basic principles of sensory information processing by an examination of pressure, temperature and pain sensitivity. Extensive laboratory work. Prerequisite, 10 or 15 or Life Sciences 112. Enrollment limited to 10. Mr. Gescheider.

[37W] Thinking. The experimental investigation of complex cognitive processes in humans. Topics include reasoning, problem solving, creative thought and concept formation. Prerequisite, 10 or 15.

38S Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisites, 15 and 21, which may be taken concurrently. Mr. Herrmann.

39F Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 15 or 10. (Offered in alternate years.) Mr. Herrmann.

41S Special Topics in Experimental Psychology. Topic for 1977: seminar on visual perception. Topics include perception of brightness, color, form, depth, illusions, and the role of experience. Prerequisite, one of the following: 32, 33, 35, 36, or 38. Mr. Gescheider.

[43F] Historical and Theoretical Foundations of Contemporary Psychology. Historical and current psychological problems with particular reference to major theoretical positions. Prerequisite, three

courses in psychology. Open to juniors. (Next offered 1977–78.)

50F Advanced General Psychology. A comprehensive overview of the field with the aim of identifying major trends in modern psychology and their historical development. Open only to senior psychology concentrators. Required for departmental honors. The Department.

Religion

A concentration in Religion consists of nine courses including 10 or 11, one from 10 level offerings, and 50W or its equivalent in the senior year. Kirkland courses acceptable for concentration include History 136, 216, 271, 346.

10F Gods and Myths of Western Culture. An introduction to the study of religion as it has been experienced, understood, and criticized in Judaeo-Christian culture and in modern secular society. The manifestations of the sacred in the myths, rituals, doctrines, and institutions of Judaeo-Christian religion and of modern functional equivalents such as forms of nationalism, communism, and humanism. Not open to seniors. Mr. Endy.

11S Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present; the comparison of religious forms and structures found particularly in the non-Western world which may illumine the nature of our own religious thought and behavior. Not open to seniors. Mr. Williams.

20F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Special attention to the cultural and religious background of the ancient Near East and to the light archaeological findings have shed upon the Bible. Open to sophomores. Mr. Williams.

21S The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Open to sophomores. Mr. Endy.

23F Religion in America: Puritanism to Neo-Orthodoxy. An historical study of important developments in American religious thought and life and of American civil religion from the beginnings to about 1930. Designed as a comprehensive introduction to Protestant theology and its cultural impact and to the religious aspects of American intellectual history. Open to sophomores. (Offered in alternate years.) Mr. Endy.

26S Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, notational and aural symbolism. No previous knowledge of music required. Open to sophomores. Mrs. Williams.

[31F] Islamic Thought. The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 31.) (Next offered 1977–78.)

32S Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 32.) Mr. Blackwood.

34S Religious Ethics: The Morality of Taking Life. A study of past and present thought in Western religion and culture on the sanctity of human life and justification for ending life by means of war, terrorism, justifiable homicide, capital punishment, euthanasia, suicide and abortion. Prerequisite, one course in religion. Mr. Endy.

35W Religion in America: The Contemporary Era. A study of American religious thought and life in the pluralistic setting of the twentieth century with emphasis on major Protestant, Catholic, and Jewish beliefs and practices, theological developments, and American civil religion. Prerequisite, one semester course in religion or consent of instructor. Mr. Endy.

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Philosophy 36.) Mr. Williams.

[37F] Christian Ethics. An analysis of decision-making informed by Christian theology and social thought. Among the issues to be considered are sexuality, race relations, war and punishment. Readings taken from a variety of religious and secular sources. Major emphasis placed on student participation in discussion. Prerequisite, one course in Religion or consent of the instructor.

38S Religious Cults in America. The examination of social foundations, history and beliefs of various religious groups which have diverged from the mainstream of orthodox Christianity. Particular attention will be devoted to Mormonism, Seventh-Day Adventism, Christian Science, and the Jehovah's Witnesses. Field trips to area churches are among the course requirements. Prerequisite, one

course in Religion or consent of the instructor. (Offered in alternate years.) Mr. Tibbetts.

[39S] Sectarianism. A study of conversion, revivalism and pentecostal phenomena in the contemporary American religious life. Attention also devoted to groups which emphasize the importance of spiritual experience, such as the Bahaï World Faith and the Society of Friends. Requirements include field trips to area churches and a project in which students evaluate in depth a religious sect or group of their choice. Prerequisite, one course in Religion or consent of the instructor. (Next offered 1977–78.)

41F Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 41.) (Offered in alternate years.) Mr. Blackwood.

[43F] The Attack Upon and Defense of Christendom in the 19th Century. An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two courses in Religion, or Philosophy 21-22, or consent of the instructor. (Next offered 1978–79.)

[44S] European Religious Thought in the 20th Century. An intensive study of selected works by such thinkers as Barth, Buber, Bultmann, Teilhard de Chardin, and Tillich. Special emphasis placed upon the development of a religious understanding of man. Prerequisite, two courses in Religion, or the consent of the instructor. (Next offered 1977–78.)

45S Theories of Religion. Analysis of a variety of contemporary approaches to the study of religion leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion or consent of instructor. Mr. Williams.

[46] Seminar in Theology. An intensive study of one or two major theologians or schools of thought in Western religion. Prerequisite: two courses in religion. (Next offered 1977–78.)

47S Seminar in Asian Religions. Topic for 1976–77: Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 32 or 36, or History 14 and one course in Religion. Mr. Williams.

Romance Languages

The Department of Romance Languages offers programs of instruction and a concentration in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

FRENCH

A concentration in French consists of eight courses numbered 13 or higher, one of which must be 50. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to earn a B plus or better on an honors examination taken at the end of their senior year; they also are expected to complete a program of specific courses selected in consultation with the Department.

11F First Term French. A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Three hours of class with additional laboratory work. Mr. Cholakian, Mr. Hamlin.

12F, S Second Term French. Further work in aural comprehension, speaking, reading and writing. Prerequisite, 11. Three hours of class with additional laboratory work. Mr. Cholakian, Mr. Hamlin, Mrs. Cholakian.

13F, S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class with additional laboratory work. Prerequisite, 12. Mrs. Cholakian, Mr. Cholakian.

14F, S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional laboratory work. Prerequisite, 13. Mr. Moraud.

16W Paris: Winter Term. Small language classes daily for pronunciation and conversation. Scheduled visits to monuments and museums in and around Paris. Attendance at plays and concerts. Oral and written reports, and examinations. Housing with French families. Extra cost. Prerequisites, French 13 or consent of the Department. The Department.

18W Oral Practice in French. Practice in phonetics and diction based on selected reading from the French theatre. Five classes per week plus rehearsals. Grade based on oral examination and participation in final dramatic production. Prerequisite, French 13 or consent of the Department. Mr. Cholakian.

20F, S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 14 or consent of the Department. Mrs. Cholakian, Mr. Moraud.

21F, S Introduction to French Literature. Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 14 or consent of the Department. Mrs. Cholakian, Mr. Moraud, Mr. Hamlin.

25F Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 14 or consent of the Department. Mrs. Cholakian.

30F French Classicism. Study and analysis of important texts of the 17th century. Written and oral reports and *explications de textes*. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mrs. Cholakian.

[31F] The Age of Enlightenment. Study and analysis of 18th century writers. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Next offered 1977–78.)

32F Nineteenth Century French Novel. Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and oral reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

[33S] Twentieth Century French Prose. Study and analysis of French literature and thought in the 20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Next offered 1977–78.)

34S French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes*. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Hamlin.

35F Contemporary French Theater. Major French dramatists of the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Hamlin.

[36S] Renaissance. Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports.

Taught in French. Prerequisite, any 30-level course or consent of the Department. (Next offered 1977–78.)

37S Special Topics: The French Short Story. Representative authors of short fiction in France. Lectures, discussions, written and oral reports. Prerequisite, French 21 or consent or the Department. Mr. Cholakian.

38S French Cinema. A course dealing with the history of French cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

39S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 20-level course or consent of the Department. Mr. Hamlin.

[40S] Medieval French Literature. Brief introduction to old French; reading selections from important authors, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department.

50S Senior Tutorial. Topic to be determined through consultation with the Department after careful examination of the student's background and future plans. The student will normally be asked to prepare a paper which he will defend orally in the presence of two members of the Department. The Department.

SPANISH

A concentration in Spanish consists of eight courses numbered 13 or higher, one of which must be 50. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to earn a B plus or better on an honors examination taken at the end of their senior year.

11F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Three hours of class with additional laboratory work. Mr. Medina.

12 S Second Term Spanish. Further work in aural comprehension, speaking, reading and writing. Three hours of class with additional laboratory work. Prerequisite, 11. Mr. Tittler.

13F, Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class with additional laboratory work. Prerequisite, 12. Mr. Tittler.

14F, S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, with additional laboratory work. Prerequisite, 13. Mr. Medina.

16W Madrid: Winter Term. Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports, examination. Housing with Spanish families. Extra cost. Prerequisite, 13 or consent of the Department. The Department.

21S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 14 or consent of the Department. Mr. Medina.

23F, S Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation, based on selected reading. Written compositions and exercises. Taught in Spanish. Prerequisite, Spanish 14 or consent of the Department. Mr. Tittler.

[24] Spanish-American Civilization. The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition and thought. Taught in Spanish. Prerequisite, 14 or consent of the Department.

[25] Spanish Civilization. A study of the culture of Spain, including history, painting, music and the development of the modern Spanish character, with emphasis on contemporary social, political and religious problems. Taught in Spanish. Prerequisite, 14 or consent of the Department.

[26] Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American literature, emphasizing representative works of each period or literary school. Taught in Spanish. Prerequisite, 14 or consent of the Department.

[30] Spanish Theater of the Golden Age. Study of the important Spanish dramatists of the Golden Age, with reference to the poets of the period. Lectures, discussions, outside reading and written reports. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Offered at least every third year.

[31] Golden Age Prose. Study of major works of the 1 and 17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Offered at least every third year.

32F Contemporary Spanish-American Literature. Study of Spanish-American literature from the end of the 19th century to the

present. Special emphasis on the new narrative forms of contemporary Spanish-American writings. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Offered at least every third year. Mr. Tittler.

33S Romanticism. Study of Romantic drama, poetry and prose, including Lârra, the Duque de Rivas, Zorrilla, Bécquer, Espronceda and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Offered at least every third year. Mr. Tittler.

[35] The Realistic Novel. Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdós, but including novels by Alarcón, Pardo Bazán, Clarín and Blasco Ibañez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Offered at least every third year.

36F The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927. Ideas, trends and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Offered at least every third year. Mr. Medina.

37S Special Topics. 1976–77: Study of Golden Age poetry. Close stylistic analysis of the works of such poets as Garcilaso, Fray Luis de León, San Juan de la Cruz, Lope de Vega, Góngora and Quevedo. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

50S Senior Tutorial. Topic to be determined through consultation with the Department after careful consideration of the student's background and future plans. The student will normally be asked to prepare a paper which he will defend orally in the presence of two members of the Department. The Department.

Russian

A concentration in Russian Studies consists of eight courses including Russian 13 and 20, History 12 and 23, and four other approved courses from among Russian 18, 21, 23, 32, History 33, 42, History and Russian 43, Government K213, Literature K251, Philosophy K244, and independent study. In addition, appropriate study in the Soviet Union may be counted toward the concentration. Honors will be determined by excellence in course work and the completion of an independent study project in the senior year.

11F First Term Russian. An introduction to the speaking, aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work.

12S Second Term Russian. Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class and laboratory work. Prerequisite, 11.

13F Third Term Russian. Systematic review of structure with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 12, or consent of instructor.

20S Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian culture chosen to improve skill in translating. Prerequisite, 13, or consent of instructor.

21F Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 20, or consent of instructor. Alternates with 23.

[23F] Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 20, or consent of instructor. (Next offered 1977–78.)

[32S] Soviet Literature. Readings, discussions, and reports in Russian on selected 20th century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 20, or consent of instructor. (Next offered 1977–78.)

43W Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government K213. Offered in alternate years. Extra cost. Limited enrollment. (Same as History 25fW.) Messrs. Subtelney and Young.

RUSSIAN LITERATURE IN TRANSLATION

18S Russian Literature in the Soviet Period. A survey of twentieth century Russian prose fiction in translation, including some of the major works of Gorky, Andreyev, Babel, Sholokhov, Leonov, Pasternak, and Solzhenitsyn. (Offered in alternate years.)

Speech

Although a concentration in Speech is not available, the department offers a program designed to acquaint the student with the history, principles, and practice of communication. Study of theory is prerequisite to enrollment in performance courses.

10F, S Introduction to Speech. A study of theory and practice in Speech from its classical foundations to the present. Readings in rhetorical theory from Plato and Aristotle to Richards and McLuhan. Practitioners of public address in American history. The Department.

11F, S Public Speaking. Introduction to practice in spoken communication. Training in research, organization, writing, and delivery of speeches. Oral and written criticism. Private conferences with instructor. Videotaping when practicable. Prerequisite, 10. The Department.

21S Advanced Public Speaking. Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Use of videotape equipment. Special emphasis on criticism. Prerequisite, 11 and consent of instructor. (Offered in alternate years.) Mr. Wright.

[23W-24S] Forensic Rhetoric. Winter term for concentrated reading of great pleaders and forensic rhetorical theory. Work in criticism of legal arguments in British and American history. Spring term for performance resulting from hypothetical cases, actual preparation of briefs and arguments, and presentation of cases in "court." Opposing of advocates in same cases. Open to sophomores. 24 may not be taken as a separate course.

[31F] Readings in Public Address. Readings in great speeches selected from Western history. Where possible, use of audiotape and videotape. Study of language, argument, and delivery. Practice in criticism. Open to sophomores. (Next offered 1977–78.)

32S Problems in Contemporary Communication. Examination of the processes of oral communication (interpersonal, intercultural, and interethnic) as affected by electronic media and modern research in semantics and anthropology. Special emphasis on communication techniques in advertising and public relations and on current controversies between government and the broadcasting industry. Open to sophomores. Mr. Todd.

34F The Rhetoric of American Reform. A study of the persuasion and the organizational techniques used by the militant leaders of such movements as Abolitionism, Women's Rights, Temperance, Revivalism, Labor Reform, and Civil Rights. Open to sophomores. Mr. Todd.

[35F] The American Audience. A study of the American as listener. Research into some of the influences (sociological, psychological) on American listening habits. Efforts to describe the American audience and to arrive at some informed speculation on implications for personal and public communications in contemporary society. Open to sophomores. (Next offered 1977–78.)

40F The Rhetoric of the Presidential Campaign. A study of the uses of persuasion in the current presidential campaign with special attention to the ways in which issues are identified and set forth. Prerequisite, 11. (Offered only in presidential election years.) Mr. Wright.

campus

LOCATION

Kirkland College and adjacent Hamilton College are situated near the center of New York State, ten miles from the city of Utica, one mile from the village of Clinton, and six miles from New York State Thruway Exit 32. The Oneida County Airport (Utica/Rome), served by Allegheny airlines, is eleven miles from the campus.

FACILITIES

The KIRNER BUILDING and the adjoining JOHNSON BUILDING house seminar rooms, classrooms, science facilities, the Emerson Library, student study carrels, Faculty and administrative offices, and a 200-seat lecture hall for academic presentations. The Fred L. Emerson Library holds a basic reference collection, open and closed reserve reading for Kirkland courses, general journals and newspapers, and the McIntosh Collection on Women.

The LIST ARTS CENTER has studios and workshops for ceramics, graphics, sculpture, metals, painting, and photography; rehearsal halls and practice rooms for music; a dance studio; exhibition areas; classrooms; Faculty offices; projection and recording facilities; and an electronic music studio.

McEWEN HALL is Kirkland's central building and houses the admission office, several administrative offices, a classroom, a formal reception area, a cinema lab, a dining hall, a television lounge, the Kirkland mail center, and the coffeehouse.

An AUDITORIUM/THEATER is projected. It will be a connecting link between McEwen Hall and the List Arts Center, architecturally completing the academic complex and giving access to professional rehearsal and performing space for students working in drama, music, and dance. It will have the additional benefit of providing an on-campus facility capable of attracting cultural programs of regional and national stature.

SHARED FACILITIES ON THE HAMILTON CAMPUS

The AFRO-LATIN CULTURAL CENTER affords facilities for the presentation of the Black and Latin perspective through discussions, lectures, art exhibits, and similar educational, cultural, and social events. The center is open to all members of the Hamilton and Kirkland communities.

The BRISTOL CAMPUS CENTER serves all members of the Kirkland and Hamilton communities. The center's facilities include a large snack bar, six bowling lanes, billiards, table tennis, the colleges' bookstore, laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms. Many of the meeting rooms are also used for classes. In addition, the building provides gallery space for several student and professional exhibitions during the year.

The BURKE LIBRARY houses the library collections for Hamilton College and Kirkland College. The new $5.4-million building, completed in 1972, gives Kirkland College and Hamilton College one of the outstanding library facilities in the nation. The Burke Library has been designated by the Central New York Library Resources Council as the Bibliographic and Reference Center for a four-county region.

The library collection numbers 325,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microprint material. A great deal of additional material is available through interlibrary loan arrangements with other libraries.

Students have free access to the stacks and are instructed in the use of catalogs, bibliographies, reference works, and in other research techniques. Research desks for students undertaking independent studies and term papers are provided. Books may be borrowed for a full semester and no library fines are imposed.

Noteworthy among the library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Alumni Collection, the Samuel Hopkins Adams Collection of College and Regional

History, the Edward Robinson Collection of books on Palestinian travel, and the Walter Beinecke West Indian Collection.

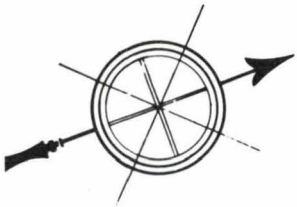
The CHAPEL, designed in 1827 by Philip Hooker, is a fine example of Federal architecture. Located at the center of the Hamilton campus, it is used by both colleges for religious services and public assemblies, concerts, and lectures.

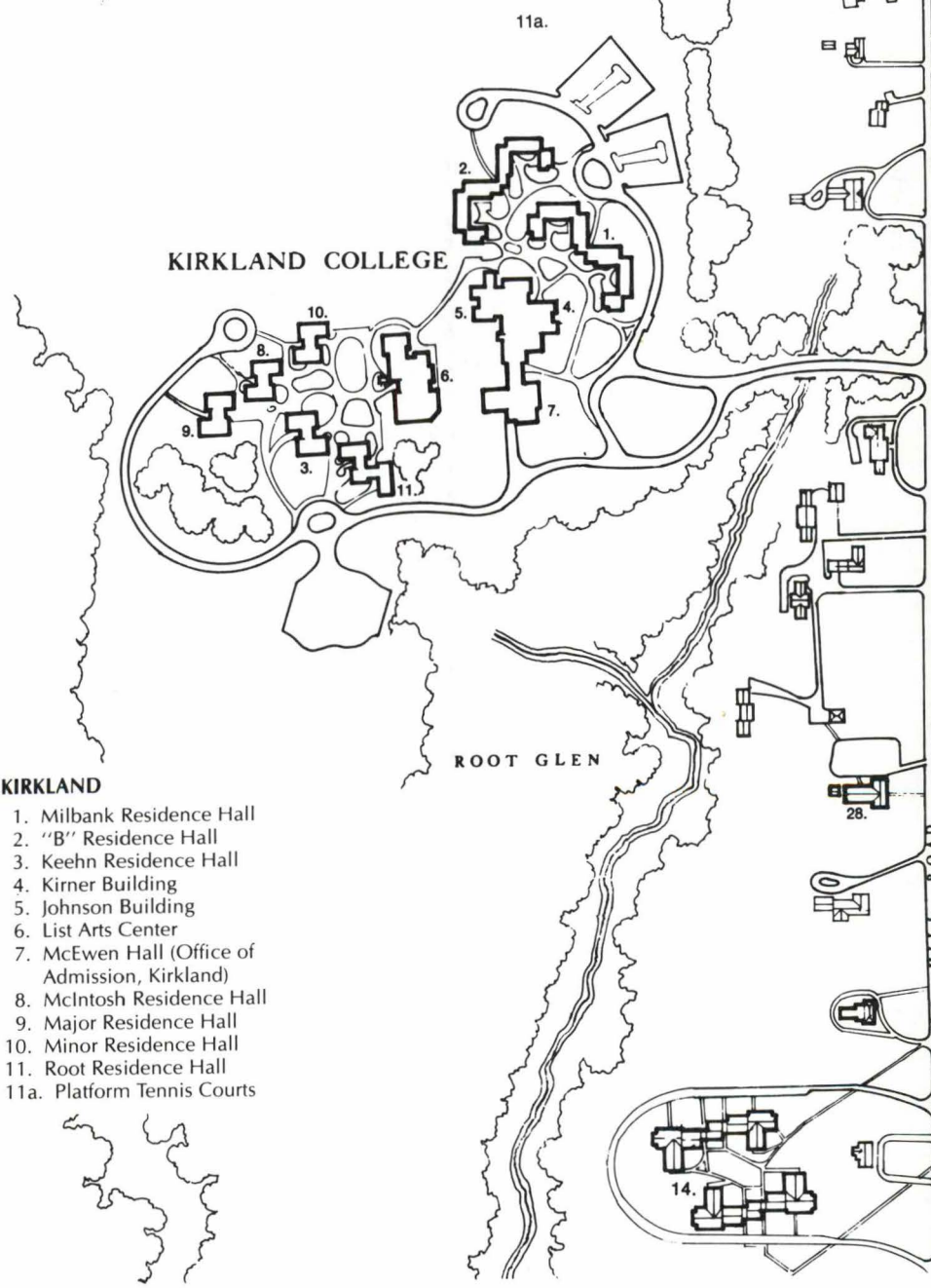
The COMPUTER CENTER for Hamilton College and Kirkland College is located on the lower level of the Burke Library. Campus computer services are provided by the combined use of a local NCR 101 computer system and a remote line to Cornell University's IBM 370–168 computer system. This gives the colleges access to the full capabilities of the most powerful IBM system currently in operation.

The center offers short courses to students and Faculty to prepare them for use of the system and assists them in the preparation and implementation of their projects. Through the Computer Center, continuing efforts are being made to use the computer as an integral part of the curriculum.

The MINOR THEATER, a remodeled building long on the Hamilton campus, is used for student-run undergraduate productions and college-sponsored work in drama. The basement contains the studios of the colleges' radio station, WHCL-FM.

The RUDD HEALTH CENTER, open 24 hours a day, provides two physicians, a full-time clinical psychologist, a consulting psychiatrist, four full-time and five part-time registered nurses as well as a full time X-ray/laboratory technician to the Kirkland and Hamilton communities. The health center contains two four-bed wards, three two-bed rooms, and a small emergency room for casts, sutures, and minor surgery. There are four treatment rooms containing a whirlpool, microwave and EKG, resuscitator, and stomach pump, as well as a laboratory and X-ray darkroom.





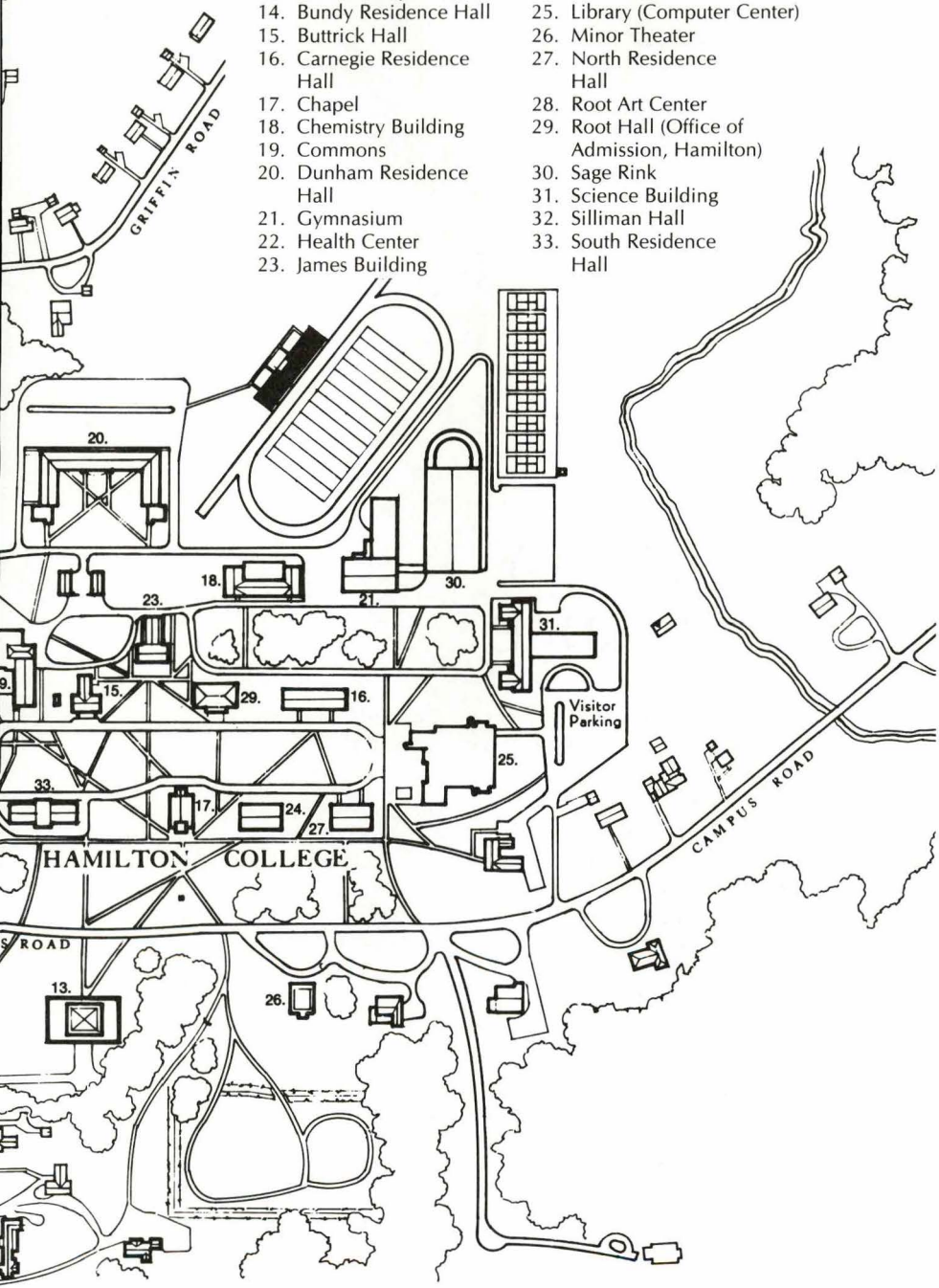
KIRKLAND

1. Milbank Residence Hall
2. "B" Residence Hall
3. Keehn Residence Hall
4. Kirner Building
5. Johnson Building
6. List Arts Center
7. McEwen Hall (Office of Admission, Kirkland)
8. McIntosh Residence Hall
9. Major Residence Hall
10. Minor Residence Hall
11. Root Residence Hall

11a. Platform Tennis Courts

HAMILTON

12. Benedict Hall
13. Bristol Campus Center
14. Bundy Residence Hall
15. Buttrick Hall
16. Carnegie Residence Hall
17. Chapel
18. Chemistry Building
19. Commons
20. Dunham Residence Hall
21. Gymnasium
22. Health Center
23. James Building
24. Kirkland Residence Hall
25. Library (Computer Center)
26. Minor Theater
27. North Residence Hall
28. Root Art Center
29. Root Hall (Office of Admission, Hamilton)
30. Sage Rink
31. Science Building
32. Silliman Hall
33. South Residence Hall



community governance

Kirkland sees education as a process of individual development in which the academic and the largely personal are inseparable.

The assumption of the college in the academic realm is that insight—intellective knowledge— is the product of disciplined study centered upon course work, that ideas are rarely the exclusive product of any one discipline, and that emphasis on the interrelatedness of disciplines can produce a unique kind of intellectual sophistication. Beyond these considerations there remains the question of the limits of the educational process. To quote from a report of the Hazen Foundation, "To split 'intellectual' from 'other' development seems highly analytic, for in practice, when dealing with an individual, it becomes virtually impossible to separate intellectual from moral and emotional growth."

The college demands much of the individual student from the beginning, believing that our society has generally tended to underestimate the ability of young adults to act responsibly when given genuine, rather than token, control of their own behavior.

Kirkland is an institution of higher learning uniquely dependent upon the active involvement and commitment of the people who are a part

of it. Both students and Faculty are voting members of seven standing committees of the Board of Trustees, and in the Kirkland Assembly, the college's legislative body, Faculty and students share the responsibility for establishing regulations that embrace the social, cultural, and academic aspects of the college.

With the ratification of the Kirkland Constitution in 1969 and subsequent creation of the Assembly, an initial statement was made about the participatory nature of the Kirkland community and the belief that Kirkland students have the maturity to join in the conduct of the college's affairs. Policy in regard to such matters as admission, curriculum, degree requirements, and student life is discussed and voted upon in the Assembly by student and Faculty representatives. Their actions, in most cases, are subject only to the review of the Board of Trustees or the President acting on the board's behalf. Curriculum decisions are also subject to the review of the division or divisions concerned.

A major community review of Kirkland's governance system is currently in progress. The Steering Committee of the Assembly will keep the college community informed of any proposed changes.

student life

OFFICE OF STUDENT AFFAIRS

Kirkland's primary goal is to provide as fine and as diversified an academic program as possible for its students. The Office of Student Affairs has the charge of complementing that goal by helping to develop an environment which supports optimal intellectual and personal growth.

The office is responsible for all nonacademic areas of student life at Kirkland. Its functions can be divided into four major categories: administration, counseling, residence, and programming.

Administration

In general, the Office of Student Affairs assists students in all areas pertinent to their lives at the college. Specifically, the office:

(1) Issues and maintains immigration forms for foreign students.
(2) Writes personal recommendations for students seeking employment, handles voter registration forms, and tries to insure eligibility for special student rates.
(3) Assists, when possible, those students who are in need of temporary personal or emergency short-term loans.
(4) Assists students needing special consideration regarding the matriculation fee.
(5) Acts as a liaison between students and law enforcement agencies, serving as an advocate for the student's rights and assisting both students and law enforcement agencies in resolving problematic situations.
(6) Serves, in a shared capacity with the Hamilton Dean of Students, as liaison between and among the joint student services, the students, and the administrative offices of both colleges.

Personal Counseling

Two professionally trained counselors are available to work with students individually and in groups. The office provides human-potential workshops, values-clarification groups, and assertiveness seminars to assist students as they explore options and issues in their lives. Confidentiality is assured. The office also works closely with student advisers to assist them in their work as peer counselors.

Counselors at Kirkland maintain a close working relationship with the resident clinical psychologist, with campus chaplains, with several agencies, and with individual therapists within the Clinton/Utica/Syracuse area, for purposes of referral. Fees and services available from off-campus resources are varied.

Programming

Orientation of new students is a major responsibility of the office. Academic and nonacademic programs are planned and coordinated with Faculty and student committees from both Hamilton and Kirkland. New students (including transfer students) are urged to register for an October or early November conference at the Office of Student Affairs. The conference is intended to give the new student an opportunity to discuss her experiences at the college and to explore options available to her.

The Office of Student Affairs works cooperatively with student organizations, committees, and other offices to provide diversified programs which encourage the exploration of self and society. Lifestyle discussions occur frequently during the year, as do films which explore the changing opportunities and roles of women and men. Guest speakers serve as stimuli and role models. Skill-building workshops are planned to assist students in developing tools which will be helpful to them in both personal and professional ways.

The Office of Student Affairs coordinates the senior interview process each spring. The interview is an opportunity for each senior to summarize her experiences at the college.

Residence

Kirkland is a residential college which stresses a sense of community, maximum interaction of Faculty and students, and integration of living and learning. Student advisers, Faculty residents, and dormitory Assembly representatives work cooperatively to plan social, academic, and volunteer service programs.

RESIDENCE HALLS. Each of Kirkland's seven residence halls includes student living quarters, lounges, and a seminar room. This

arrangement encourages the informal association of Faculty and students and reflects the college's belief that arbitrary lines between curricular and noncurricular life are unnecessary and are to be avoided.

There are two types of residence halls. Major, Minor, McIntosh, Keehn and Root Halls house between 40 and 90 students each. They are divided into "half-floors" containing four single and four double rooms. Each of the halls has its own public area for guests and gatherings, a small informal lounge on each upper floor, and kitchens for snacks and occasional meals. Milbank and "B" are much larger and are arranged in suites for six or eight students. Each suite has one double and either four or six single rooms, as well as its own kitchen and living-dining room. Students are responsible for the care of their own rooms.

One residence hall at Kirkland is a cooperative housing unit. Keehn Hall houses 24 women and 23 men who share cooking and maintenance responsibilities. The cooperative living plan was initiated by a group of Kirkland students and Faculty, endorsed by the Board of Trustees and the Assembly, and aided by funds from the New York State Dormitory Authority.

Two dormitories, Minor and Root Halls, have coed sections which house Hamilton students. Together with Keehn Hall, this brings the total number of Hamilton students living on the Kirkland campus to 59 men. Likewise, 59 Kirkland students live on the Hamilton campus in North and South Halls.

RESIDENCE STAFF. Staff support in the Kirkland residence halls is provided by Faculty residents and student advisers.

A Faculty resident is a member of the Faculty or a member of the student-services staff who has chosen to live on-campus in one of the residence hall apartments. The Faculty resident assists in crisis situations, works closely with student advisers, plans dormitory programs, and in general works to encourage Faculty-student interaction.

A student adviser is a Kirkland sophomore, junior, or senior chosen because of her contribution to and understanding of the Kirkland community and because of her concern for the quality of residential life at the college.

Each student adviser undergoes intensive orientation and works closely with the Faculty residents and the Office of Student Affairs to encourage new students to become involved in the college community and to assist new students in adjusting to life at Kirkland.

Please note that during the 1976–77 academic year, Major Hall will not have a Faculty resident; however, Faculty residents from other

residence halls and staff from the Office of Student Affairs will be available on a regular basis.

ROOM ASSIGNMENT PROCEDURES. The Director of Residence and the Assembly Student Life Residence Committee are responsible for developing and implementing a process of room selection which distributes as equitably as possible the available housing options at Kirkland.

For all *new students,* including transfer students, the assignment of rooms, roommates, and student advisers is made by the Office of Student Affairs on the basis of responses to a housing questionnaire for new students and information contained in admission application folders. It should be clearly understood that all new students, including transfer students, are expected to live in double rooms and that the housing questionnaires must be completed and returned to the Director of Residence by the specified deadline.

For *returning students,* housing options are distributed by four lotteries which occur in the spring semester and in the order listed below.

Students on leave will be entered in the housing lotteries if they (a) specify their choices on the housing information forms which are mailed to them several weeks prior to the lotteries or (b) designate, in writing, another student to act on their behalf during the lottery process. No student will be entered into a lottery unless the $250 matriculation fee has been paid or waived; all students *not* on leaves of absence must present a receipt verifying payment or waiver of the matriculation fee. (See "Matriculation Fee" section, page 170.) Please note that the class year designations referred to in the lottery descriptions are as of the semester following the lottery and that a senior is defined as having one or two semesters remaining before graduation.

(1) *Off-Campus Lottery.* The number of students permitted to live off-campus during the year will be determined by the Dean of Student Affairs in consultation with the President and the Director of Admission. This number will vary from year to year and may be less than the number of seniors entering the lottery. If so, seniors who are unsuccessful in the lottery will be wait-listed in lottery number order. If it should happen that the number of students permitted to live off-campus exceeds the number of seniors entering the lottery, then after the seniors' lottery there will be a separate lottery for sophomores and juniors combined.

(2) *Co-op Lottery.* The lottery for spaces in the Keehn Co-op will follow procedures agreed upon by the co-op, the Student Life Residence Committee, and the Office of Student Affairs. The actual lottery will be held by the co-op with representatives of the commit-

tee and the office in attendance.

(3) *Senior On-Campus Lottery.*

(4) *Sophomore and Junior On-Campus Lottery.*

For a comprehensive statement on the administration of the lotteries, see the 1976–77 *Student Handbook.*

RESIDENCE LIFE/STUDENT LIFE GUIDELINES.

Kirkland is a residential college. All students taking two or more courses are expected to reside on campus unless exempted by the Director of Residence or through the off-campus lottery. The only exceptions to this policy are married students, commuting students residing at home in the immediate Utica-Clinton area, and participants in the Kirkland for All Women program.

Kirkland stresses a spirit of self-regulation and individual responsibility. Whenever possible, individuals should endeavor to resolve differences among themselves. Sensitivity to the rights of and responsibilities toward others are necessary. The following excerpts from the Kirkland Assembly's *Legislative Handbook* should be noted:

Statement of Relative Responsibility

THE INDIVIDUAL. It is the individual responsibility of all students to abide by and enforce all legislation of the Assembly and to restrict her behavior if and when it infringes on the freedom and privacy of others, as well as to remind her fellow students when their conduct restricts her freedom and privacy or that of other members of the community. When this personal responsibility fails to produce the desired respect for individual freedom, then a larger, more persuasive group must assume some of the responsibility. (VI, A1)

THE LIVING UNIT. Since the living unit comprises that group which resides on a half-floor or in a pair of suites, thereby sharing certain living facilities, the living unit must be responsible for the regulation of all matters involving this common life in the interest of the entire group residing therein. Therefore, it should take charge of everyday life, the maintenance of an academic atmosphere, and individual freedom from infringement by others. It should take care of any problems involving only its residents, but since it is not autonomous, the living unit must comply with and enforce community regulations. (VI, A2)

PARTIES. Parties may be held in the residential areas only on weekends (including the evening before college holidays) and only after advance notice to, and permission from, the living unit. Only those parties which are sponsored by the residence hall as a whole may be held in the main living room. In case of parties to be held in the main lounge, permission should be granted by the whole floor. In

cases when a party involves the majority of a half-floor, the rest room on that half-floor may be temporarily converted to a men's room with unanimous consent of the living unit. (VI, C4)

QUIET. Considering the primary importance of the academic function to students, residential areas shall be kept sufficiently quiet to allow any students the freedom to study at any time, especially from dinner time until classes begin the next morning. At all times, studying takes priority over other activities in the residential lounges. (VI, C5)

RECOURSE. Faculty residents, student advisers, and the staff of the Office of Student Affairs are available when common sense and persuasion do not prevail. It should be noted that the Kirkland College Judiciary Board, which is comprised of 7 students and the President of the college (in an *ex officio* capacity), may review any questionable academic or nonacademic actions which are brought to its attention. The Office of Academic Affairs and the Office of Student Affairs may serve the Judiciary Board in an informal, advising capacity. Judiciary Board proceedings are not subject to public disclosure.

FOOD SERVICE

Normally, students take their meals in the dining halls of either Kirkland College or Hamilton College and are enrolled in one of the meal plans offered by the food service which is employed by both colleges. New students, including transfer students, are required to be on the 19 meal (per week) plan. Returning students who wish to enroll in the 10 meal plan or who wish to drop the meal plan entirely do so by lottery.

The lottery, held in the spring, is administered by the Kirkland Food Services Committee and the Office of Student Affairs. The total number of students who will be permitted to drop the meal plan and /or to opt for the 10 meal plan varies from year to year and is determined by the Dean of Student Affairs in consultation with the Director of Institutional Affairs.

It should be clearly understood that students who drop the meal plan entirely will be assessed a special fee to cover general maintenance and overhead expense on the college's dining hall and kitchens. (See "Overall Fee" section, page 169.)

For a complete description of meal plans and schedules, see the 1976–77 *Student Handbook*.

HEALTH

Kirkland College and Hamilton College share the Thomas Brown Rudd Health Center. The health center, open 24 hours a day, provides two physicians, a full-time clinical psychologist, a consulting psychiatrist, a consulting radiologist, four full-time and five part-time registered nurses as well as a full-time X-ray/laboratory technician. Comprehensive gynecological services are available to Kirkland students both directly through the health center and through consultants in the Utica area. Excellent specialized medical care can be obtained in Utica and consultations with specialists are arranged as needed. The health center will assist the student in scheduling appointments with specialists. Fees for specialists are the student's own responsibility.

Each student must complete a self-administered "Health Information Form" prior to fall registration. This information is reviewed by the college physician and provides basic data for future care and treatment.

CAREER CENTER

Students are encouraged to project possible postgraduate plans as soon as possible and to inform the college of those plans, no matter how tentative, so that advice and counsel can be made available. Students should consult their advisers, the Dean of Academic Affairs, and the Career Center. In combination, these resources can help to bring goals into sharper focus, outline a program of work and study supporting those goals, and direct students to appropriate opportunities for study and/or employment after graduation.

The Career Center provides information about qualifications needed, employment opportunities, and graduate and other special study essential for various career choices. It offers individual counseling in job-hunting procedures, such as preparation for interviews, formulation of the resume, and identification of potential employers. The center maintains an extensive library of foreign and summer possibilities (both work and study data) and an information bank detailing prospects for internship and work/study experiences.

So that the student may have the opportunity to explore fields of interest firsthand and increase the number of contacts with people at work in those fields of interest, the Career Center has developed a career exploration program involving several hundred Hamilton alumni, Kirkland alumnae, and Kirkland Associates. These people have indicated a strong interest in talking to students about what it is they do, suggesting possible internships, and giving advice and leads for summer and postgraduate employment. They are also involved in on-campus career seminars.

An important part of the Career Center is assistance in finding employment. During the academic year, it supports on-campus interviews with visiting recruiters and aids students with collecting and sending letters of recommendation and other credentials. The center also acts as a clearing house for a wide variety of job opportunities which have been made known to the college but which fall outside the purview of the Office of Financial Aid. These include permanent, summertime, and part-time jobs both on and off the campus.

Students are urged to consult with the Director of the Career Center, Beatrice Lieberman, for assistance in developing plans for future study or employment.

RELIGION

The religious program of Kirkland and Hamilton reflects the diversity of interest within the community. Two college chaplains are available for personal counseling. The Interfaith Forum, made up of students and Faculty working with the chaplains, sponsors a variety of religious and social activities. Congregations in Clinton and Utica represent all major denominations, and the Office of Student Affairs maintains an updated schedule of local services. Home hospitality is arranged with families in Utica, New Hartford, and Clinton for Jewish students during the High Holy Days. (For further information, contact the Office of Student Affairs.)

ATHLETIC PROGRAM

Kirkland has an entirely voluntary program in athletics. A Coordinator of Athletic Activities and a full-time Instructor/Coach provide instruction, coach athletic teams, and organize other athletic activities. Instruction is offered, on a coed basis where appropriate, in tennis, swimming, badminton, volleyball, self-defense, physical fitness, ice skating, and golf. There are intramural opportunities in swimming, track, volleyball, badminton, and softball, as well as informal coed soccer. The college fields a varsity and junior varsity tennis team and an intercollegiate field hockey team.

For those with a special interest in the out-of-doors, the Outing Club (for a small membership fee) offers a wide variety of seasonal activities such as canoeing, hiking, skiing, snowshoeing, and tobogganing, as well as the opportunity to borrow from its well-stocked equipment room. Most Hamilton sports facilities, including a golf course, swimming pool, tennis and squash courts, baseball diamond, and skating rink, are open to Kirkland at specified hours. Kirkland has two all-weather platform tennis courts which are open night and day on a sign-up basis. Area facilities are used for horseback riding and sailing.

EXTRACURRICULAR ACTIVITIES

The range of extracurricular activities at Kirkland is as broad as the interests of the students who initiate the activities. They now include a student-run coffee house, programs sponsored by the Committee on Kirkland as a College for Women, a literary magazine, a yearbook, several musical groups, the Hamilton-Kirkland Choir, and the Hamilton-Kirkland Brass Choir. There are also numerous other Hamilton-Kirkland joint activities, including *The Spectator,* the colleges' weekly newspaper; WHCL, the colleges' radio station; and an annual folk festival. The Black and Latin Student Union operates as part of the Afro-Latin Cultural Center. There are four film societies at Kirkland and Hamilton, including a women's film society, which show weekly films. In addition to drama and dance within the Arts Division, there are extracurricular dramatic productions and modern dance classes. Students and Clinton residents plan and cosponsor an extensive series of programs as part of the Free School of Clinton. For a complete listing of extracurricular activities, see the *Student Handbook.*

There are no sororities at Kirkland College.

AUTOMOBILES

Student cars on the Kirkland campus are limited to the number of parking spaces available. These spaces are assigned first to seniors, then to juniors, and then to sophomores and freshmen. Few spaces, if any, are available to sophomores and freshmen, except, of course, for those with physical disabilities.

All cars parked on campus must be registered at the Office of Institutional Affairs and must bear a bumper sticker as a sign of that registration. Evidence of ownership and insurance is required for registration. The registration fee is ten dollars. Owners of unregistered cars must make private arrangements for off-campus parking.

Unregistered cars and those parked in areas where parking is not allowed will be ticketed and, if necessary, towed away at the owner's expense.

PETS

Current Assembly legislation specifies, in effect, that new students (including transfer students) and sophomores may not have pets on the Kirkland campus in 1976–77. In 1977–78 this restriction will be extended to include juniors. By 1978–79 no student will be permitted to have pets on campus.

For a specific list of pet regulations, see either the 1976–77 *Student Handbook* or the Assembly *Legislative Handbook.*

admission

Kirkland actively seeks a diverse student body representing all races, creeds, and backgrounds. The college admits women who show evidence of intellectual commitment, self-motivation, and solid academic achievement. The curricular structure of the college includes seminars, lectures, independent study, field projects, and options for work/study, all of which require a high degree of intellectual stamina and self-discipline.

CREDENTIALS

Kirkland expects a strong secondary school academic program usually including four years of English, four years of a foreign language, three years of mathematics, two years of social science, and two years of laboratory science. Course work varying from this pattern is acceptable, provided that it represents a solid college preparatory program. The Admission Committee takes into consideration the academic depth of each applicant's secondary school background.

Applicants should take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board no later than January of their senior year. While the Admission Committee considers the SAT very useful in evaluating applications, it is the policy of the committee not to pre-screen applicants through the use of cutoff scores. Although not required, Achievement Tests are very useful and may be submitted in support of an application. Students are encouraged to take the English Achievement Test. (The CEEB code number for Kirkland College is 2349.)

Foreign students are required to take either the Test of English as a Foreign Language (TOEFL) or the SAT.

Applicants often submit a portfolio or tape of their work, especially if they are planning to concentrate in the arts. Portfolios must include a minimum of 12 slides of *completed* work. Tape recordings may be submitted either in cassettes or open-reel format. If open-reel, they should be 1/4 inch, no thinner than one mil and recorded at 7 1/2 i.p.s. Portfolios and recordings will be evaluated by the Arts Division Faculty. Students who wish to speak to a member of the division about their work *must make an appointment in advance through the Office of Admission*. Postage-paid return envelopes should be provided if work is to be returned.

Additional application material consists of a high school transcript, transcripts of any college courses taken, letters of recommendation from a guidance counselor and two teachers, and an example of expository prose written as a class assignment.

INTERVIEW

An interview is extremely helpful to both the candidate and the college. Unless the distance is prohibitive, each applicant should make arrangements for such an interview on the Kirkland campus by writing to the Office of Admission, which is open Monday through Friday from 9:00 a.m. to 4:30 p.m. During the academic year, the office is open from 9:00 a.m. to 12:00 noon on Saturday mornings and on Saturday afternoons by special appointment. Except in a case of unusual circumstances, no interviews are scheduled from March 1 to mid-April. This is in order that all applications may be given proper attention and consideration.

The Office of Admission recommends that a prospective student plan to visit the campus while classes are in session. The college prefers that a student have her admission interview during her senior year, since senior interviews are most useful to both the candidate and the Admission Committee. However, exploratory visits from juniors are welcome. If a prospective student feels that she will be unable to return to the college for a senior year interview, she should request an interview at an earlier time.

Since the office staff will be traveling to various parts of the United States, and since a number of Kirkland's graduates have been asked to interview prospective students, we are able to give off-campus interviews to some applicants. Any applicant unable to visit the campus should write to the Office of Admission as early in the fall as possible to ask for an interview near her home.

TRANSFER ADMISSION

Students who have completed no more than two years at another college may apply as transfers to Kirkland. A transfer applicant should have a strong academic record at the institution she is currently attending.

MIDYEAR ADMISSION

Kirkland will accept applications from both freshmen and transfers who wish to enroll for the spring term of the academic year.

DEADLINES	*Application Deadline*	*Decisions Mailed*
Freshmen		
To enroll spring term	December 1	December 15
To enroll fall term	March 1	April 15
Transfers		
To enroll spring term	December 1	December 15
To enroll fall term	March 15	April 15

When a student's application is complete, the Office of Admission will notify her by postcard. Until an applicant receives this notification, she may assume that some part of her application is missing.

EARLY DECISION

An Early Decision plan is available to students who are certain that Kirkland is their first choice. Each Early Decision candidate will receive a decision two weeks after her application is complete. If accepted, she must withdraw all previously filed applications and agree not to apply elsewhere.

Students may apply for Early Decision until February 1. After that date, an incomplete Early Decision application will automatically be considered a regular application.

EARLY ADMISSION

Kirkland firmly believes that most students profit from the full four years of secondary school. However, able and mature candidates who wish to complete their high school program in three years are welcome to apply. In evaluating Early Admission applications, the Admission Committee looks for a strong academic record and evidence that the applicant is intellectually and emotionally mature enough to take full advantage of the autonomy and responsibility inherent in a student's role at Kirkland. An interview is *required* of all Early Admission candidates.

Students who are applying for Early Admission may not apply under the Early Decision plan.

DEFERRED ADMISSION

The Deferred Admission program was established to accommodate students who wish to postpone college for a year following graduation from high school. An applicant interested in this program should follow the regular application procedure. She should express her interest in deferring admission either at the time of application or when she receives the offer of admission. A Deferred Admission applicant is notified of the Admission Committee's decision along with regular applicants in the spring; a commitment deposit is due at that time.

ADVANCED PLACEMENT

Advanced placement and/or credit may be given to well-qualified students on the basis of excellent secondary school work, honor grades on the Advanced Placement Examinations of the CEEB, and other appropriate evidence. (See page 21, "Credit by Examination.")

VISITING STUDENT

Kirkland is happy to accept applications for Visiting Student status. A Visiting Student is admitted to Kirkland for one semester or a year on the basis of work completed at another college. She matriculates for a full course load, lives in the Kirkland dormitories, and participates fully in the life of the college. The Dean of Academic Affairs will function as the adviser of a Visiting Student except when the expertise of a Faculty member in a specific field is required.

Applications (available from the Office of Admission) must be submitted by December 1 for spring semester. Applications must be submitted by March 15 for fall semester. Applicants will be notified of acceptance decisions by December 15 and April 15.

A Visiting Student who subsequently decides to apply for transfer admission must follow the procedure described above. In such a situation, a Visiting Student has no particular advantage over any transfer applicant.

GUEST SENIOR

Under special circumstances a student may apply to be a Guest Senior at Kirkland. This means that while a student from another college may attend Kirkland during her senior year, she does so as a member of another college. She must make arrangements with her

own college to fulfill its requirements and to receive permission to graduate from her college after completion of her senior year at Kirkland. A Guest Senior does not receive a Kirkland degree.

KIRKLAND FOR ALL WOMEN

Kirkland welcomes applications from women of all ages. The Kirkland for All Women program is a special admission and counseling structure for women who are contemplating either starting or completing their college education after they have been out of school for some length of time.

All Kirkland and Hamilton courses are open to the students in the program. These students may study part-time or full-time; they may take one course or as many as four. Under this program, women may apply for admission as B.A. candidates or as special students who wish to take courses for credit without matriculating. Women who are not seeking credit for their studies may audit courses.

Further inquiries should be directed to the Director of the Kirkland for All Women program, Cynthia Allen. (For information concerning tuition and financial aid see pages 169–176, 173.)

HIGHER EDUCATION OPPORTUNITY PROGRAM

Kirkland participates in the New York State Higher Education Opportunity Program (HEOP) which is designed to provide a wide range of services to qualified applicants who, because of educational and economic credentials, would otherwise be unable to attend college. These services include a summer session in preparation for admission to college, counseling services, and tutoring. Kirkland College financial aid funds are available to students admitted under HEOP.

finances

EXPENSES

Overall Fee

Payment of Kirkland's overall fee entitles a student to tuition, room and board, certain health services, and certain official student activities. It does not include charges for certain noncurricular activities such as horseback riding, which must be arranged for on an individual basis.

The normal full-time program of study, *as covered by the annual overall fee,* follows a 4-1-4 academic calendar comprised of a fall semester, a winter term, and a spring semester with three or four courses being taken each semester and one project or course being taken in the winter term. The number of winter terms covered by the overall fee is limited to three during a student's enrollment at Kirkland College.

Without extra charge, a student may overelect, i.e. enroll in a fifth course during a semester, once during her four-year program. Each subsequent overelection or a fourth winter term will carry a charge of $500. The fourth winter term activity in residence, whether project or course, is always considered an overelection.

For a full-time resident student the overall fee is $5,450; for a full-time nonresident student, $3,850. College semester bills are mailed directly to students July 15 and early in December. Checks should be made payable to Kirkland College and mailed to the Kirkland College Business Office, Clinton, New York 13323. Payments must meet the following schedule:

Fees 1976–77	*Resident*	*Non resident*
On or before April 1, 1976	$ 250.00	$ 250.00
On or before August 15, 1976	2,475.00	1,675.00
On or before November 1, 1976	250.00	250.00
On or before January 10, 1977	2,475.00	1,675.00
Total	$5,450.00	$3,850.00

Student billings allocate the total cost to the following categories:

	Per Semester	*Per Year*
Tuition and fees	$1,925.00	$3,850.00
Room	400.00	800.00
Board	400.00	800.00
Total	$2,725.00	$5,450.00

Note: Those students given permission to make their own board arrangements will be assessed $75.00 per semester.

Increases

The current policy of the Kirkland College Board of Trustees is that the college must make periodic fee adjustments to compensate for rising costs. Notices of such changes are normally given in the preceding academic year, and insofar as possible, the college makes compensatory adjustments in financial aid to current and incoming students who apply and qualify for such aid.

Matriculation Fee

A nonrefundable matriculation fee of $250 is required of all students who intend to enroll at Kirkland. New students should forward their matriculation fee with their accceptance of the college's offer of admission. Currently enrolled students and students returning from leaves of absence are informed of the due date, which normally falls just before preregistration for the next semester. Preregistration and residence hall room assignment are open only to those who have paid the matriculation fee.

Though nonrefundable, the fee is counted toward tuition payment if the student matriculates in the semester following payment.

The matriculation fee is a means of determining in advance the

number of spaces available in classes and in the residence halls so that the college can allocate its resources fairly and fully. Students who are doubtful about their return for the subsequent semester are strongly urged not to submit the fee, thereby holding places needed for returning students.

Optional Social Activities Fee

The Hamilton and Kirkland Social Activities Committee is a student-funded, student-run organization which sponsors a wide variety of musical entertainment. The social activities fee covers admission to all S.A.C. sponsored events. The fee is $35.00 and is entirely optional.

Damage Deposit

Before a room will be assigned for the coming semester, a total of $50 must be on deposit in the student's name. This deposit is carried from year to year in a separate account. It cannot be applied toward semester charges, and it must be replenished when charges are levied against it—for loss of keys, fines, breakage, property or room damage—so that at all times the deposit is maintained at $50.

The cost of repairs due to abnormal damage will be charged against the individual or individuals responsible for the damage. When culpability cannot be determined, the cost will be levied equally against all residents using the area in common, which in some cases may be defined as the entire dormitory.

The $50 deposit is not to be taken as a limit of liability; the full cost of repairs, even if it exceeds $50, will be charged against the appropriate student accounts as outlined above.

The deposit less reductions will be refunded upon graduation. Refunds will also be made to students withdrawing or going on leave if notice of official leave or withdrawal for the coming year is received in the Office of Student Affairs before April 1.

Responsibility for administering the college's policy on room damage rests with the Director of Residence. The Kirkland Assembly *Legislative Handbook* contains a full and detailed statement of this policy, see Student Life Motion 74/75-1.

Note: Damage deposits will be placed in a special interest bearing account and interest is credited annually to the student's account less 1% per annum to cover administrative costs.

Health Charges

Payment of the overall fee entitles students to all the services which are offered by the health center. The student is charged for medicines

which cost in excess of $1.50 and for some laboratory tests. A list of specific charges may be found in the *Student Handbook*.

Off-campus medical services are not included in the overall fee, and friends of students may be treated only as private patients. Inpatient board is not included in the overall fee and is charged at the current rate, unless the student is on the college food plan, in which case she will receive credit for meals missed while in the health center. It should be noted that the student is responsible for all care given outside the health center with the exception of injuries sustained during participation in scheduled school athletics.

Accident Insurance

Group accident insurance is extended without separate charge to all regularly enrolled students who pay the overall fee.

The Basic Plan will cover the actual cost of up to $500 of any medical or surgical treatment, including hospitalization, the services of trained nurses, and other necessary medical charges that may be required as the result of an accident. Excluded, however, are all such charges that may be incurred at the college-operated health center and those accruing from dental X-rays. There is a $50 deductible clause applying to each accident except those injuries received in varsity sports participation or in approved intramural athletic contests.

In addition to the Basic Plan, the college has a Major Medical Plan. Under this plan, the student is covered under a policy which pays 80% of expenses resulting from an accident and in excess of $500 up to a maximum of $7,500 per accident.

Coverage under both plans runs *ten months,* September through June, for all accidents whether sustained at the college or elsewhere. All bills and charges in connection with a given accident must be presented to the college within two years of the time of the incident. Please note that this insurance coverage is for *accidents only.*

To be assured of twelve-month protection and coverage of illness beyond the provisions of Kirkland's ten-month health services, a student should be included under her family's health insurance plan.

Except as described above, the college assumes no responsibility for medical or health services to students.

Music Fees

Private instruction in voice or instrument is normally $150 per semester. Junior and senior music concentrators will have one-half of this fee remitted.

Graduation Fee

There is a $25 graduation fee required of all seniors. The fee is charged to the second semester bill.

Special Fee Schedule

The following fee schedule applies to those students who are either carrying overelections or have part-time status.

Course fee	$500
Fieldwork fee	500
Audit fee	100

The following fee schedule applies to those students who are taking courses *in absentia*.

Work/study fee	$550
Senior project fee (student registered at Kirkland)	330
Senior project fee (student registered for the work at another accredited institution)	150
Independent study fee	275
Fieldwork fee	275

The following Winter Study fee schedule applies for students *not* attending either fall or spring semester in a full-time status

Tuition	$500
Room and board	185
Total	685

The following fee schedule applies to those students enrolled in the Kirkland for All Women program.

Course fee	$500
Audit fee	100

Refund Policy

All refunds to a student withdrawing from the college will be based upon the date on which the student, her parent, or her guardian notifies the Dean of Academic Affairs of her withdrawal. The college policy on the refund of payments to students who withdraw voluntarily, or due to illness, or who are dismissed during any semester is stated below. No other refunds are possible.

TUITION. That portion of the overall fee allocated to tuition is refunded as follows:

(1) Withdrawal or dismissal during the first two weeks of the semester: 80% of semester tuition.

(2) Withdrawal or dismissal during the first four weeks of the semester: 40% of semester tuition.

(3) Withdrawal or dismissal during the first six weeks of the semester: 20% of semester tuition.

(4) After six weeks: no refund.

BOARD. The college prorates that portion of the overall fee allocated to board.

ROOM DAMAGE DEPOSIT. Refund will be made as previously stated.

Nonpayment

A student may not register for classes unless payment for the semester has been made in accordance with the payment schedule, and no student whose bills are unpaid may receive a degree or obtain a transcript of her record.

FINANCIAL AID

The college will allocate its funds for financial aid on the basis of demonstrated financial need, as determined through the needs analysis procedures of the College Scholarship Service (CSS), to those applicants who have qualified for admission. All applicants seeking financial aid should submit a financial statement (PCS or SFS) to the College Scholarship Service by February 15. Because these funds are limited, applicants for aid should make every effort to obtain outside support.

New York State Regents Scholarships and Tuition Assistance Program Awards may be applied to Kirkland's tuition, and loans through the New York State Higher Education Services Corporation are available. (The loan and scholarship programs of many other states may be used as well.) National Merit Scholarships are also applicable at Kirkland.

In addition, Kirkland administers three of the federal government's campus based student financial aid programs. These include National Direct Student Loans; the College Work-Study Program under which students may work during the school term and vacations, on-campus or at approved off-campus agencies; and Supplemental Educational Opportunity Grants, which are direct grants awarded in amounts up to $1,500 per year to students who demonstrate exceptional financial need.

Candidates may also be eligible for funds from the Basic Educational Opportunity Grant Program, but must apply directly to the United States Office of Education or its designated processor.

Kirkland awards scholarships, loans, and jobs, usually in combination. Various jobs are available, primarily on the campus, ranging

from dining hall and library positions to research for Faculty. Most campus jobs are awarded as part of the financial aid package; thus, any student desiring a campus job should submit the financial aid application materials to the Director of Financial Aid. In addition, the campus Career Center works with the Office of Financial Aid in locating jobs for students (including students who are not on financial aid) during the academic year as well as for summer employment.

Should a financial aid recipient whose award has already been packaged subsequently receive outside scholarship assistance through her own efforts, the first $100 of such aid will not be deducted from her package. Adjustments beyond the first $100 of outside grant must show a corresponding dollar amount reduction in college and/or federal aid where possible. This reduction will be made equally between gift aid and self-help. Should any self-help not be available for reduction, then gift aid must be reduced and vice versa.

This policy does not apply to state and/or federal entitlement programs (TAP, BEOG, etc.) where adjustments will continue to be made to the gift aid portion of the recipient's package.

Financial aid awards are not renewed automatically. Students who wish to be considered for a renewal of an award must file application materials with the Director of Financial Aid by March 15 of each year.

A student receiving financial aid may, in the usual course of events, expect continuation of that support in the manner initially allocated. If academic concerns cause the student to be reviewed by the Committee on Academic Standing, that committee may, in special situations, reserve the right to recommend a reallocation of financial support.

If a student enters Kirkland without financial aid and subsequent changes in her family's financial situation make assistance necessary, the college will make every effort to help her. However, it should be understood by applicants and parents that it is unwise for a student to exhaust her resources during the first year of college in the hope of receiving scholarships and/or other awards for the three remaining years. Since the college's first priority will be to assist those who entered with financial aid, all those who may need financial aid are strongly advised to apply for aid when they apply for admission, as well as to investigate all other possible sources of financial assistance.

Special Scholarships

The following special funds have been established in support of Kirkland's financial aid program. All awards, unless otherwise desig-

nated, are made on the basis of need. Further information is available through the Office of Financial Aid.

The ELYN CHENEY BAGPIPE SCHOLARSHIP FUND. The scholarship provides aid to the College Piper, whose responsibilities are to play at the opening convocation, commencement, and other ceremonial occasions. Any student otherwise qualified to attend Kirkland, who demonstrates exceptional ability as a piper, may apply for the scholarship.

The EDWARD JOHNSON DIETZ MEMORIAL SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the college. Preference will be given to students from the Syracuse area.

The LILLIA BABBITT HYDE FOUNDATION SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the college. Preference will be given to students from the New York City area.

The MARGARET AND ARTHUR E. MOOG SCHOLARSHIP FUND. These scholarships are awarded to deserving students who might not otherwise be able to attend Kirkland.

The PRESSER FOUNDATION SCHOLARSHIP AID GRANT. "The Presser Foundation Department of Scholarships annually makes scholarship grants to colleges and universities in the United States to underwrite a portion of the cost of undergraduate tuition for students who are preparing to become teachers of music. The Foundation chooses the college and the college selects the student or students who are to benefit through these scholarships. The recipient or recipients in each institution shall be selected by the President and the head of the music department, who shall be guided solely by considerations of merit. Preference shall be given to those who expect to become teachers of music and, all other qualifications being equal, students needing financial assistance shall have priority."

The UTICA FOUNDATION SCHOLARSHIPS. These scholarships are awarded to a student or students from the immediate Utica area at the discretion of the college.

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Administration

Kirkland Faculty

Hamilton Faculty

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Winifred Haslam, B.A., Empire State College
Director of Residence

Cynthia Allen, M.A., Syracuse University
Counselor and Director of the Kirkland for All Women Program

Comfort Cary Richardson, M.A., Haverford College
Coordinator of Athletic Activities

Susan Luizzi, M. S., Syracuse University
Athletic Instructor/Coach

Office of Institutional Affairs

William Jamison, Ph.D., Princeton University
Director of Institutional Affairs

Thomas Fiammi
Audio Visual Coordinator

Office of Development and Public Relations

Sheila McC. Muccio, A.B., American University
Vice President for Development and Public Relations

Marlowe Bergendoff, B.A., Augustana College
Director of Public Relations

J. Kevin McMahon, B.A., Hiram College
Development Associate

Elizabeth M. Conzen, B.A., Kirkland College
Administrative Assistant

Candice Chase
Alumnae Secretary

Office of Admission

Maridel Allen, B.A., Newcomb College of Tulane University
Director of Admission

Vicki Hammond, M.F.A., University of Massachusetts
Assistant Director of Admission

Katie Hutchinson, B.A., Bryn Mawr College
Assistant Director of Admission

Office of Publications

Jesse Zellner, B.A., Vanderbilt University
Director of Publications

Business Office

Donald Conover, B.S., U.S. Naval Academy
Controller

Offices Performing Coordinate Functions

Sidney Wertimer, Jr., Ph.D., London School of Economics
Provost and Professor of Economics

Ronald F. MacDonald, B. Comm., McGill University
Controller of Hamilton College

Gerald Leuiken, B.A., Temple University
Director of Physical Plant

Robert J. Fauss, Jr.
Assistant Director of Physical Plant

Arthur G. Jewett
Assistant Director of Physical Plant

Leslie D. Hawkridge, B.S., University of New Hampshire
Horticulturist

David L. Smallen, Ph.D., University of Rochester
Director of the Computer Center
and Assistant Professor
of Mathematics, Hamilton College

Louis Ouimette
Operations Manager of the Computer Center

Lucinda Bingham, B.A., Middlebury College
Systems Analyst, Computer Center

Andrew W. Wertz, B.A., Lincoln University
Director of the William M. Bristol Campus Center

David A. Cannamela
Manager of the College Store

Lettie Tourville
Supervisor of the Edward W. Root Art Center

Joel W. Tibbetts, B.D., Vanderbilt University (On leave fall, 1976)
Chaplain of Hamilton College
and Lecturer in Religion, Hamilton College

Gretchen Van Utt, B.A., Kirkland College
M. Div. Harvard University
Visiting Chaplain

The Rev. Paul Drobin, M.A., University of Detroit
Newman Chaplain

Jointly for Hamilton College and Kirkland College

James C. Fitchett, M.A.,Syracuse University
Registrar

Virginia Oliver
Kirkland Recorder

Kenneth P. Kogut, M.Ed., SUNY at Buffalo
Director of Student Financial Aid

Beatrice Lieberman, B.A., Brandeis University
Director of the Career Center

C. Christine Johnson, B.A., University of Maryland
Director of Higher Education Opportunity Program

Carol A. Bellini-Sharp, Ph.D., Carnegie-Mellon University
Director of Minor Theater

Rudd Health Center

William R. Klingensmith, M.D., Northwestern University Medical School
Medical Director

Harold P. Rizika, M.D., Syracuse University School of Medicine
Associate Medical Director

Don T. Muilenberg, Ph.D., University of Missouri
Resident Clinical Psychologist
and Associate Professor of Psychology, Kirkland College

Ernest Gosline, M.D., Cornell University
Consultant in Psychiatry

Harold C. Heintz, M.D., Syracuse University
Consultant in Radiology

Jeanne Culkin, R.N.
Supervising Nurse

Ellen Conway, R.N.
Nurse

Paula M. Lorraine, R.N.
Nurse

Martha McNeill, R.N.
Nurse

Barbara Faville
X-ray and Lab Technician

Burke Library

Ralph H. Stenstrom, Ph.D., University of Illinois
Librarian

Vittoria I. Mondolfo, Dott. Chim., University of Rome
Assistant Librarian

Frank K. Lorenz, M.L.S., SUNY at Albany
Reference Librarian

Ronald F. Dow, M.L.S., Syracuse University
Assistant Reference Librarian

Keith Washburn, M.L.S., SUNY at Albany
Assistant Reference Librarian

Joan Wolek
Interlibrary Loan Librarian

Helene M. Browning
Circulation Librarian

L. Evelyn Canfield
Assistant Circulation Librarian

Abigail Morton
Order Librarian

Ruth Melvin
Serials Librarian

Dorothy D. Buckley
Emerson Librarian

Betty O'Brien
Science Librarian

THE KIRKLAND FACULTY

Arts Division

Robert B. Muirhead, Chair of the Arts Division
and Associate Professor of Visual Arts
B.F.A., Rhode Island School of Design, 1961
M.F.A., Boston University, School of Fine Arts, 1964

Carol A. Bellini-Sharp, Assistant Professor of Drama
and Director of the Theater
B.A., Pennsylvania State University, 1966
M.A., Pennsylvania State University, 1966
Ph.D., Carnegie-Mellon University, 1971

Nathan Boxer, Associate Professor of Film (On leave fall, 1976)
Queens College, 1946–48
New School for Social Research, 1948–50
New York Photo League, 1950–51

Michael Burkard, Assistant Professor of Creative Writing
B.A., Hobart College, 1968
M.F.A., University of Iowa, 1973

Tess Gallagher, Assistant Professor of Creative Writing
B.A., University of Washington, 1968
M.A., University of Washington, 1971
M.F.A., University of Iowa, 1974

Sharyn Heiland, Assistant Professor of Dance
B.A., Florida State University, 1967
M.A., Florida State University, 1968

Steven Liebman, Assistant Professor of Film
B.A., Brooklyn College, 1966
M.F.A., Rhode Island School of Design, 1970

Harris Lindenfeld, Assistant Professor of Music
B.A., Univeristy of Virginia, 1969
M.A., University of Virginia, 1971
D.M.A., Cornell University, 1976

Susan Lyman, Assistant Professor of Sculpture
B.F.A., University of Michigan, 1971
M.F.A., University of Michigan, 1976

J.J. Murphy, Assistant Professor of Film
B.S., University of Scranton, 1969
M.A., University of Iowa, 1972

Robert Palusky, Assistant Professor of Ceramics
B.F.A., Wisconsin State University, 1967
M.A., Wisconsin State University, 1968
M.F.A., Rochester Institute of Technology,
School of American Craftsmen, 1969

William Rosenfeld, Professor of Creative Writing
B.A., Utica College of Syracuse University, 1951
M.A., University of Minnesota, 1954
Ph.D., University of Minnesota, 1961

William Salzillo, Assistant Professor of Visual Arts
B.A., Middlebury College, 1968
B.F.A., Rhode Island School of Design, 1971
M.F.A., Cranbrook Academy of Art, 1973

Rodney John Umlas, Assistant Professor of Theatre
B.A., Cornell University, 1966
M.F.A., Columbia University, 1968

Mary Jane Warner, Assistant Professor of Dance
B.A., University of Toronto, 1963
M.A., Ohio State University, 1971
Ph.D., Ohio State University, 1974

Humanities Division

Ursula S. Colby, Chair of the Humanities Division
and Professor of Literature
B.A., Barnard College, 1950
M.A., Columbia University, 1952
Ph.D., Columbia University, 1961

Samuel F. Babbitt, Professor of American Literature
and President of the College
B.A., Yale College, 1953
M.A., Yale University, 1957
Ph.D., Yale University, 1965

George W. Bahlke, Associate Professor of Literature
B.A., College of the University of Chicago, 1953
B.A., Swarthmore College, 1955
M.A., The University of Chicago, 1956
Ph.D., Yale University, 1960

Esther Barazzone, Instructor of History
B.A., New College, 1967
M.A., Columbia University, 1968

Catherine S. Frazer, Professor of Philosophy and Dean of Academic Affairs
B.A., Wellesley College, 1946
M.A., Yale University, 1948
Ph.D., Yale University, 1951

William Hoffa, Associate Professor of Literature
B.A., University of Michigan, 1961
A.M., Harvard University, 1962
Ph.D., University of Wisconsin, 1967

Ralph E. Lieberman, Assistant Professor of Art History
B.A., Brandeis University, 1961
M.A., New York University, 1964
Ph.D., New York University, 1972

Stephen Lipmann, Assistant Professor of Literature
A.B., Antioch College, 1962
Ph.D., University of Oregon, 1972

David S. Locke, Assistant Professor of American Studies
B.A., Cornell University, 1962
M.A., Cornell University, 1964
Ph.D., Brown University, 1971

Peter T. Marcy, Professor of History
A.B., Hamilton College, 1959
M.A., Claremont Graduate School, 1960
Ph.D., Claremont Graduate School, 1964

David B. Miller, Assistant Professor of History
B.A., Yale College, 1965
M.A., Yale University, 1967
M.Phil., Yale University, 1969
Ph.D., Yale University, 1971

Phyllis S. Morris, Assistant Professor of Philosophy
B.A., University of California at Berkeley, 1953
M.A., Colorado College, 1963
Ph.D., University of Michigan, 1969

Ellen Joan O'Brien, Instructor of Literature
B.A., Kirkland College, 1972
M.A., Yale University, 1974
M.Phil., Yale University, 1975

Elizabeth Potter, Assistant Professor of Philosophy
B.A., Agnes Scott College, 1969
M.A., Rice University, 1973
Ph.D., Rice University, 1974

Nancy S. Rabinowitz, Assistant Professor of Literature
B.A., City College, City University of New York, 1967
M.A., University of Chicago, 1972
Ph.D., University of Chicago, 1976

Peter J. Rabinowitz, Assistant Professor of Literature
B.A., University of Chicago, 1965
M.A., University of Chicago, 1965
Ph.D., University of Chicago, 1972

Carol S. Rupprecht, Assistant Professor of Literature
B.A., University of Virginia, 1962
M.A., Yale University, 1963
M.Phil., Yale University, 1973

Richard Werner, Assistant Professor of Philosophy
B.A., Rutgers University, 1970
M.A., University of Rochester, 1973
Ph.D., University of Rochester, 1974

Sciences Division

Nadine F. George, Chair of the Sciences Division and
Assistant Professor of History of Science
A.B., University of Minnesota, 1946
M.A., Columbia University, 1950
M.A., Southern Methodist University, 1968
Ph.D., Cornell University, 1974

Robert Ellison, Assistant Professor of Computer Science
B.A., Lewis and Clark College, 1965
M.S., Purdue University, 1967
Ph.D., Purdue University, 1970

Sue Ann Miller, Assistant Professor of Biology
B.A., University of Colorado, 1969
M.A., University of Colorado, 1971
Ph.D., University of Colorado, 1973

Frank E. Price, Assistant Professor of Biology
A.B., Hamilton College, 1968
Ph.D., University of Colorado, 1974

Eugene C. Putala, Professor of Botany
B.S., University of Massachusetts, 1950
M.S., University of Massachusetts, 1952
Ph.D., University of California at Berkeley, 1965

Ruth G. Rinard, Assistant Professor of History of Science
B.A., Milwaukee Downer College, 1963
M.A., Cornell University, 1965
Ph.D., Cornell University, 1968

Social Sciences Division

Douglas Raybeck, Chair of the Social Sciences Division and Associate Professor of Anthropology
B.A., Dartmouth College, 1964
M.A., Cornell University, 1968
Ph.D., Cornell University, 1974

John M. Bacheller, Assistant Professor of Government
B.A., Lehigh University, 1967
Ph.D., Syracuse University, 1972

David A. Begelman, Associate Professor of Psychology
B.A., Brooklyn College, 1955
M.A., New York University, 1960
M.A., Yeshiva University, 1961
Ph.D., Yeshiva University, 1966

Doris Collins, Associate Professor of Psychology
B.A., Smith College, 1951
Ph.D., Yale University, 1959

Dennis Gilbert, Instructor of Sociology
B.A., University of California at Berkeley, 1965
M.A., University of Oregon, 1971

David J. Gray, Professor of Sociology
B.A., Pennsylvania State University, 1952
M.A., Pennsylvania State University, 1955
Ph.D., Pennsylvania State University, 1957

Evelyn Hendricks, Assistant Professor of Education
B.A., Syracuse University, 1954
M.Ed., Springfield College, 1967

Robert Kautz, Instructor of Anthropology
A.A., Sacramento City College, 1969
B.A., University of California at Davis, 1972

Marvin M. Kowalewski, Assistant Professor of Education
B.S., Murray State University, 1962
M.A., Ball State University, 1967
Ph.D., Kent State University, 1973

Janet Lowry, Assistant Professor of Sociology
B.A., Hanover College, 1971
M.A., University of North Carolina at Chapel Hill, 1973
Ph.D., University of North Carolina at Chapel Hill, 1976

Don T. Muilenberg, Associate Professor of Psychology
B.A., University of Iowa, 1959
M.A., University of Iowa, 1961
M.A., University of Missouri at Columbia, 1965
Ph.D., University of Missouri at Columbia, 1968

Christopher Peterson, Instructor of Psychology
B.S., University of Illinois, 1972
M.A., University of Colorado, 1974
Ph.D., University of Colorado, 1976

Jeffrey A. Ross, Instructor of Government
B.A., Harpur College, State University of New York, 1969
M.A., University of Minnesota, 1972

Alphonse J. Sallett, Instructor of Sociology
B.A., Albright College, 1963
M.A., Syracuse University, 1965

William A. Simpson, Visiting Assistant Professor of Sociology
B.A., Saint Olaf College, 1960
B.D., University of Chicago Divinity School, 1964
M.A., University of Chicago Divinity School, 1968
Ph.D., University of Chicago Divinity School, 1972

THE HAMILTON FACULTY

John Martin Carovano, President
A.B., Pomona College
A.M. and Ph.D., University of California (Berkeley)
LL.D., Hamilton College

Sidney Wertimer, Jr., Provost
B.S., University of Pennsylvania
A.M., University of Buffalo
Ph.D., London School of Economics

Walter Lawrence Gulick, Dean of the College
A.B., Hamilton College
A.M., University of Delaware
Ph.D., Princeton University

James Frederick Traer, Associate Dean of the College
A.B., College of Wooster
A.M., J.D., and Ph.D., University of Michigan

Christopher W. Covert, Director of Admission
A.B., Hamilton College
A.M., Case Western Reserve University

R. Gordon Bingham, Dean of Students
A.B., Middlebury College
A.M., Northwestern University

Emeriti

James Alvin Adkins (1962), Associate Professor of Mathematics, Emeritus
B.S., United States Naval Academy
M.S., Purdue University

Sidney Bachley Bennett (1939), Secretary of Admission, Emeritus
A.B., Hamilton College

George Harvey Cameron (1932), Professor of Physics, Emeritus
B.S., University of Saskatchewan
Ph.D., California Institute of Technology

Robert Rose Carson (1949), Associate Professor of Speech, Emeritus
B.S., Hamilton College
A.M., Hobart College

Earl Wendell Count (1946), Professor of Anthropology, Emeritus
A.B., Williams College
B.D., Garrett Biblical Institute
Ph.D., University of California (Berkeley)

John Sake Gambs (1946), Professor of Economics, Emeritus
A.B. and A.M., George Washington University
Ph.D., Columbia University

Charles Augustus Godcharles (1951), Professor of Psychology, Emeritus
A.B., Bucknell University
A.M. and Ph.D., Duke University

Edgar Baldwin Graves (1927), Professor of History, Emeritus
A.B., Haverford College
A.M. and Ph.D., Harvard University
LL.D., Haverford College

Thomas McNaughton Johnston (1934), Professor of English, Emeritus
B.S., Washington and Jefferson College
A.M., Tulane University
Ph.D., Duke University

Asa Emanuel McKinney (1928), Professor of Chemistry, Emeritus
A.B. and A.M., Indiana University
Ph.D., Cornell University

John Robert Mattingly (1931), Professor of Latin, Emeritus
A.B., University of Chicago
Ph.D., Yale University

Colin Finnie Miller (1955), Professor of Religion, Emeritus
A.M. and B.D., Glasgow University
D.D., Susquehanna University

George Lyman Nesbitt (1930), Professor of English, Emeritus
A.B., Hamilton College
A.M. and Ph.D., Columbia University

C. Stanley Ogilvy (1953), Professor of Mathematics, Emeritus
A.B., Williams College
A.M., Columbia University
Ph.D., Syracuse University

Paul Parker (1948), Professor of Art, Emeritus
A.B., University of Illinois
A.M., University of Chicago

James Penney (1948), Professor of Art, Emeritus
B.F.A., University of Kansas

Walter Pilkington (1952), Librarian, Emeritus
A.B., Brown University
A.M., University of Chicago

Philip Virgilius Rogers (1937), Professor of Biology, Emeritus
A.B. and A.M., Hamilton College
Ph.D., Yale University

Winton Tolles (1947), Dean of the College, Emeritus
A.B.and A.M., Hamilton College
Ph.D., Columbia University
Litt.D., Delaware Valley College
L.H.D., Hamilton College

Mox Arthur Weber (1927), Professor of Physical Education, Emeritus
A.B., Oberlin College
A.M., Columbia University

Active

Note. The listing is alphabetical without respect to rank and the date indicates the year of initial appointment. The symbol f, w, *or* s *immediately following a name indicates terms of leave or off-campus teaching.*

John Timothy Anderson (1967), Associate Professor of Mathematics under the Samuel F. Pratt Endowment
A.B., Hamilton College
Ph.D., Duke University

Frank M. Anechiarico (1976), Instructor in Government
A.B., Hamilton College
A.M., Indiana University

Edwin Blois Barrett (1950), Hamilton Alumni Memorial Professor of English
A.B., Macalester College
A.M., University of Minnesota
Ph.D., Columbia University

Gregory Joseph Batt (1948), Professor of Physical Education and Head Coach, Hockey and Tennis
A.B., Colgate University

David A. Birnbaum (1974), Assistant Professor of Mathematics
A.B., University of Rochester
M.S. and Ph.D., University of Illinois

Max Black (1976), Truax Visiting Professor of Philosophy
A.B., Queens College, Cambridge University
Ph.D. and D.Litt., University of London

Russell Thorn Blackwood (1957), John Stewart Kennedy Professor of Philosophy
A.B., Dartmouth College
A.M., Colgate University
Ph.D., Columbia University

Judith A. Bland (1974), Assistant Professor of Biology
A.B., Thomas More College
A.M. and Ph.D., Indiana University

Richard W. Boehm (1976), Visiting Professor of Government and Diplomat in Residence
A.B., Adelphi College
M.S., George Washington University

Stephen Bonta (1961), Professor of Music
A.B., Yale University
A.M., Columbia and Harvard Universities
Ph.D., Harvard University

Sam Bostaph (1976), Assistant Professor of Economics
A.B., Texas Christian University
M.S. and Ph.D., Southern Illinois University

James Bradfield (1976), Assistant Professor of Economics
A.B., A.M., and Ph.D., University of Rochester

Austin E. Briggs, Jr. (1957), Professor of English
A.B., Harvard University
A.M. and Ph.D., Columbia University

Robert Marcellus Browning[fws] (1949), Marjorie and Robert W. McEwen Professor of German
A.B., William Jewell College
A.M. and Ph.D., Princeton University

Rand Carter (1970), Associate Professor of Art
A.B., Columbia University
M.F.A. and Ph.D., Princeton University

Robert M. Cherry, Jr. (1975), Assistant Professor of Physics
B.S., M.S., and Ph.D., University of Michigan

A. Duncan Chiquoine (1966), Stephen Harper Kirner Professor of Biology
A.B., Swarthmore College
Ph.D., Cornell University

Patricia F. Cholakian (1971), Assistant Professor of French
A.B., Bates College
A.M., Middlebury College
Doctorat d'Université de Paris

Rouben C. Cholakian (1963), Professor of Romance Languages
A.B., Bates College
A.M. and Ph.D., Columbia University

Thomas Edward Colby (1959), Munson Professor of the German Language and Literature
A.B., Hamilton College
A.M. and Ph.D., Princeton University

Leland Earl Cratty, Jr. (1958), Professor of Chemistry
B.S., Beloit College
Ph.D., Brown University

James S. A. Cunningham (1968), Edward North Professor of Classics
A.M. and B.D., University of Glasgow
B.Litt., University of Oxford
A.M. and Ph.D., Princeton University

Francoise Davis[fws] (1961), Instructor in French
Baccalauréat ès Lettres, Bordeaux
Licence ès Lettres, Bordeaux

James Bolton Davis[fws] (1958), Professor of French and Director, Junior Year in France, 1976–77
A.B., Williams College
A.M., Middlebury College
Ph.D., University of Pennsylvania

Donald John Denney (1957), Professor of Chemistry
B.S., University of Pennsylvania
Ph.D., Brown University

David Maldwyn Ellis (1946), P. V. Rogers Professor of American History
A.B., Hamilton College
A.M. and Ph.D., Cornell University

John Francis Ellis (1959), Professor of Biology
A.B. and A.M., Amherst College
Ph.D., University of Edinburgh

Melvin Becker Endy, Jr. (1966), Associate Professor of Religion
A.B., Princeton University
B.D., Yale University Divinity School
A.M. and Ph.D., Yale University

James M. Falvey (1975), Assistant Professor of Economics
A.B., Williams College
Ph.D., Michigan State University

Northrup Fowler III (1974), Assistant Professor of Mathematics
A.B., Bowdoin College
M.S. and Ph.D., Rutgers—The State University

Stephen E. Frantzich (1973), Assistant Professor of Government
A.B., Hamline University
A.M. and Ph.D., University of Minnesota

Nicolas John Gerold (1951), Stone Professor of Biology
A.B. and M.S., Brown University
Ph.D., Cornell University

George Albert Gescheider (1964), Professor of Psychology
B.S., Denison University
M.S., Tulane University
Ph.D., University of Virginia

John Swan Gordon (1975), Assistant Professor of English
A.B., Hamilton College
A.M. and Ph.D., Harvard University

Walter Lawrence Gulick (1975), Professor of Psychology and Dean of the College
A.B., Hamilton College
A.M., University of Delaware
Ph.D., Princeton University

Peter Dow Hamblin (1976), Visiting Assistant Professor of Philosophy
A.B., Hamilton College
A.M. and Ph.D., University of Rochester

Franklin Grant Hamlin (1948), Professor of French
A.B., Bowdoin College
A.M. and D.M.L., Middlebury College
Diplóme de l'Ecole Supérieure des Professeurs de Français à l'Etranger,
Université de Paris

David L. Hawley (1954), Professor of Geology
B.S., University of Vermont
M.S., Cornell University
Ph.D., Columbia University

Eloise A. Henderson (1976), Instructor in English
A.B., Duke University
A.M., University of North Carolina

Douglas James Herrmann (1973), Assistant Professor of Psychology
B.S., U.S. Naval Academy
M.S. and Ph.D, University of Delaware

Hal Holladay (1976), Instructor in English
A.B., Washington & Lee University
A.M., Vanderbilt University

James Franklin Hunt (1946), Professor of Education
B.S., University of Pennsylvania
M.S., Massachusetts State College
Ph.D., Yale University

Derek Charles Jones[fws] (1972), Assistant Professor of Economics
A.B., University of Newcastle upon Tyne
M.Sc., London School of Economics
A.M. and Ph.D., Cornell University

Donald Maxstadt Jones (1949), Professor of Physical Education and Head Coach, Football and Golf
B.S. and A.M., Rutgers — The State University

Grant D. Jones (1968), Associate Professor of Anthropology
A.B., Florida State University
A.M. and Ph.D., Brandeis University

Esther Sue Kanipe (1976), Assistant Professor of History
A.B., University of North Carolina (Greensboro)
A.M. and Ph.D., University of Wisconsin

Steven Andrew Kaufman (1975), Assistant Professor of Philosophy
A.B., Rutgers — The State University
Ph.D., University of Pennsylvania

Robin Bryan Kinnel[fws] (1966), Associate Professor of Chemistry
A.B., Harvard University
Ph.D., Massachusetts Institute of Technology

Edwin Borden Lee, Jr. (1958), Professor of History
A.B., Duke University
A.M. and Ph.D., Columbia University

David Lehman (1976), Assistant Professor of English
A.B., Columbia University
A.M., Cambridge University

William M. LeoGrande (1976), Visiting Assistant Professor of Government
A.B., A.M. and Ph.D., Syracuse University

Eugene Lewis (1967), Associate Professor of Government and
The George Cogar Research Professor
A.B., Temple University
A.M., Indiana University
Ph.D., Syracuse University

Otto Karl Liedke (1934), Margaret Bundy Scott Professor of German
Berlin Oberrealschule
A.M. and Ph.D., Cornell University

Dwight Newton Lindley[ws] (1952), Hamilton B. Tompkins Professor of
English LIterature
A.B., Hamilton College
A.M. and Ph.D., Columbia University

Eugene Milton Long (1953), Professor of Physical Education and
Head Coach, Track and Cross Country
B.S. and M.S., State University of New York at Cortland

Anne L. Ludington (1975), Assistant Professor of Mathematics
B.S., Wheaton College
M.S. and Ph.D., Michigan State University

Dennis Lukas (1976), Visiting Assistant Professor of Art
Dipl. Schola Cantorum of St. Michael's Cathedral, Toronto
Dipl. Montreal Museum School of Fine Arts

Frederick Wellington MacDonald (1966), Associate Professor
of Physical Education and Head Coach, Swimming
B.S. and M.S., Springfield College

James G. Magyar (1975), Assistant Professor of Chemistry
A.B., Dartmouth College
Ph.D., Northwestern University

Ivan Marki[f] (1965), Associate Professor of English
A.B., University of Alberta
A.M. and Ph.D., Columbia University

Lawrence Robert McManus[f] (1960), Professor of Biology
B.S., M.Ed. and Ph.D., Cornell University

Donald Carlton Mead (1975), Associate Professor of Economics
A.B., Haverford College
A.M. and Ph.D., Yale University

Jeremy Tyler Medina (1968), Associate Professor of Spanish
A.B., Princeton University
A.M., Middlebury College
Ph.D., University of Pennsylvania

David Richard Millar (1963), Associate Professor of History
A.B. and A.M., George Washington University
Ph.D., Cornell University

Peter J. Millet (1968), Associate Professor of Physics under the Litchfield Endowment
B.S., Renssalaer Polytechnic Institute
M.S. and Ph.D., Syracuse University

Marcel Ian Moraud (1950), Burgess Professor of Romance Languages
Baccalauréat ès Lettres, Limoges
A.M., University of Texas
Licence ès Lettres and Diplôme, D'Etudes Supérieures
Doctorat d'Université de Paris

Thomas Edward Murphy (1970), Associate Professor of Physical Education and Head Coach, Basketball
B.S. and M.Ed., Springfield College

Alvin L. Nickerson (1976), Instructor in Physical Education
B.S., University of Massachusetts
A.M., Central Connecticut State College

John Higbee O'Neill (1972), Associate Professor of English
B.S., University of Wisconsin, LaCrosse
A.M. and Ph.D., University of Minnesota

Philip M. Pearle (1969), William R. Kenan Associate Professor of Physics
B.S., M.S. and Ph.D., Massachusetts Institute of Technology

Donald Brandreth Potter (1954), Professor of Geology
A.B., Williams College
A.M., Brown University
Ph.D., California Institute of Technology

Gordon Dudley Prichett (1972), Associate Professor of Mathematics
A.B., Williams College
A.M. and Ph.D., University of Wisconsin

Channing Bulfinch Richardson (1952), Henry P. Bristol Professor of International Affairs
A.B., Amherst College
Ph.D., Columbia University

Elizabeth Muir Ring (1968), Assistant Professor of Philosophy
A.B. and A.M., University of Manitoba
Ph.D., Brown University

James Walter Ring (1957), Winslow Professor of Physics
A.B., Hamilton College
Ph.D., University of Rochester

Landon Gale Rockwell (1950), James S. Sherman Professor of Political Science
A.B., Dartmouth College
A.M. and Ph.D., Princeton University

Frederic Hull Roth, Jr. (1971), Assistant Professor of English
A.B., Yale University
A.M., Columbia University
Ph.D., University of Virginia

Henry J. Rutz (1976), Assistant Professor of Anthropology
A.B., Lawrence University
A.M., University of Hawaii
Ph.D., McGill University

Robert L. Simon[fws] (1968), Associate Professor of Philosophy
A.B., Lafayette College
Ph.D., University of Pennsylvania

David Lawrence Smallen (1972), Assistant Professor of Mathematics and Director of Hamilton and Kirkland Computer Center
B.S. and M.S., State University of New York at Albany
Ph.D., University of Rochester

Lee Seaman Spear (1973), Assistant Professor of Music
A.B., Oberlin College

Orest Subtelny (1975), Assistant Professor of History
A.B., Temple University
A.M., University of North Carolina at Chapel Hill
Ph.D., Harvard University

Richard Peter Suttmeier[fws] (1970), Associate Professor of Government
A.B., Dartmouth College
Ph.D., Indiana University

José Bernardo Tato[fws] (1967), Associate Professor of Spanish and Director, Year in Spain Program, 1976–77
A.B. and B.S., Camaguey Institute
LL.D., University of Havana
A.M. and Ph.D., Rutgers—The State University

Jonathan Tittler (1976), Visiting Assistant Professor of Spanish
A.B., Hamilton College
Ph.D., Cornell University

Charles Lafayette Todd (1959), Upson Professor of Rhetoric and Oratory
B.S., Hamilton College
A.M., Columbia University

James Frederick Traer (1969), Associate Professor of History and Associate Dean of the College
A.B., College of Wooster
A.M., J.D., and Ph.D., University of Michigan

Joseph A. Troccolo (1976), Visiting Associate Professor of Mathematics
A.B., University of Massachusetts
A.M. and Ph.D., University of Wisconsin

Robert Grenville Van Buskirk (1975), Instructor in Biology
A.B. and M.A.T., University of Vermont

Jonathan Vaughan (1971), Assistant Professor of Psychology
A.B., Swarthmore College
A.M. and Ph.D., Brown University

Manfred von Schiller (1959), Associate Professor of Physical Education and Head Coach, Soccer and Lacrosse
B.S., State University of New York at Brockport
A.M., St. Lawrence University

Frederick Reese Wagner (1969), Associate Professor of English
A.B., A.M. and Ph.D., Duke University

Valerie M. Warrior (1973), Associate Professor of Classics
A.B., Cambridge University
A.M., McMaster University
Ph.D., University of London

Sydna Stern Weiss (1974), Assistant Professor of German
A.B., Vassar College
A.M., Middlebury College and Princeton University
Ph.D., Princeton University

Sidney Wertimer, Jr. (1952), Professor of Economics and Provost of the College
B.S., University of Pennsylvania
A.M., University of Buffalo
Ph.D., London School of Economics

Hermine Williams (1974), Assistant Professor of Religion
A.B. and A.M., Vassar College
Ph.D., Columbia University

Jay Gomer Williams (1960), Walcott-Bartlett Professor of Ethics and Christian Evidences
A.B., Hamilton College
M.Div., Union Theological Seminary
Ph.D., Columbia University

David Roy Edward Wright (1973), Assistant Professor of Art
A.B., Williams College
M.F.A. and Ph.D., Princeton University

Warren Earl Wright (1962), Professor of Speech
A.B. and A.M., Emerson College
Ph.D., University of Illinois

David N. Young (1969), Associate Professor of Russian
A.B., Princeton University
A.M. and Ph.D., Columbia University

Lawrence Karn Yourtee (1948), Childs Professor of Chemistry
B.S., Washington College
M.S., Georgia Institute of Technology
Ph.D., University of Texas

Special Part-time Appointments

E. Donald Alberico, Assistant Basketball Coach
B.S., University of Massachusetts

Stephen Best, Instructor in Music (organ, harpsichord and basic piano)
A.B. and M.Mus., Syracuse University

Charles B. Bradbury, Jr., Assistant Football Coach
B.S. and A.M., St. Lawrence University

John Flaver, Instructor in Music (woodwind ensembles)

Shirley Hughes, Instructor in Education
A.B. and A.M., Syracuse University

Mary Armistead Jones, Instructor in Music (piano)
M.Mus., Florida State University

John G. Karin, Assistant Hockey Coach
B.S., University of Nebraska

Richard Loomis, Assistant Football Coach
B.S., State University of New York at Cortland

Robert L. North, Junior Varsity Basketball Coach and Baseball Coach
B.S., Utica College

John F. Woeppel, Assistant Football Coach
B.S., University of Notre Dame

AFFIRMATIVE ACTION PROGRAM FOR KIRKLAND COLLEGE

This program is adopted by Kirkland College pursuant to its commitment to the principles of equal opportunity for all minorities and women as reaffirmed by the President in his statement of November 1, 1973, which specifically pledges the college to a policy of nondiscrimination against any person in employment or in any of its programs because of race, color, creed, religion, sex, family relationship, age, or national origin.

I. Dissemination of Policy

The policy of nondiscrimination and equal opportunity shall be communicated to all persons affected by the policy and those who deal with the college. The President's statement of commitment will be posted in public places in the college and distributed by means of official college publications.

A copy of the full Affirmative Action Program will be given to each new, potential, and current employee of the college to ensure that they understand the nature of the program and are familiar with its requirements.

II. Employment Practice

A. *Recruiting.* The college will make a deliberate and sustained effort to find, hire, and promote minority and women Faculty, staff, and other employees. To this end, the following procedures and practices shall be instituted.

(1) In developing job descriptions, special attention will be given to requirements for experience, skill, and academic attainments to ensure that these requirements do not constitute inadvertent discrimination. Such descriptions will be distributed to all persons involved in the recruiting, screening, and selection process.

(2) The college will advertise all positions to the maximum practicable extent in appropriate professional journals and news media, with special attention to those directed to minority and women's clientele. Advertisements will not express a sex preference except as a bona fide occupational qualification for the position.

(3) The college will notify appropriate local and national minority and women's organizations, agencies, and educational institutions of positions open, apprising them of the affirmative action recruiting policy and soliciting applications.

(4) All advertisements and other notices of position vacancies at Kirkland College (whether written or oral) shall convey the fact that the college welcomes the application of women and minority persons and is an affirmative action employer.

(5) Insofar as possible, college search committees will include women and minority members to aid in the location of qualified minority and women candidates for employment.

(6) Qualified persons will be considered for recruitment regardless of geographical location, marital status, family relationship, or number of dependents. Pregnancy or possible pregnancy shall not preclude the consideration

of women for employment, admission, financial assistance, or any other program provided by the college.

(7) A list of minority and women's news media with special journals, and appropriate minority and women's organizations will be maintained and kept current by the Kirkland Human Rights Commission for the use of all persons involved in the recruiting, screening, and selection process.

B. *Responsibility for Ensuring Affirmative Recruiting.* The Dean of Academic Affairs is responsible for ensuring adherence to affirmative action principles in the recruitment of Faculty. The division chairpersons who recommend appointment to the dean are required to furnish the dean's office with a full account of steps taken to recruit minority and women applicants, including advertisements, recruiting letters, telephone calls, applications received, and written explanation of all cases where minority or women candidates were not offered appointment.

In the case of professional staff, administrative positions, and non-professional staff, similar reports will be made to the President by the persons responsible for recruiting.

C. *Compensation and Salary.* Salaries, compensation, and fringe benefits of minority and women employees shall be comparable to those of persons with similar qualifications in similar positions. To correct any existing inequities and to prevent inequities in the future the following review practices shall be instituted:

(1) The President shall initiate through appropriate officers of the college an inquiry into salaries of minorities and women in comparison with those of other persons of comparable attainments, experience, and quality of performance.

(2) These officers shall report their first findings to the President and the Human Rights Commission by December 1, 1974.

(3) If inequities are found to exist, the President shall incorporate in the next annual budget such adjustments as are necessary to correct these inequities. Adjustments so authorized will be handled in a manner paralleled to policy in regard to promotional increases, i.e., outside funds authorized for regular increments in staff or Faculty salaries.

(4) Annual reports will be made by December 1 of each year on the compensations for minorities and women and shall include, where appropriate, the same mandate to give priority to necessary adjustments.

(5) The President and the Human Rights Commission will continually monitor for salary and compensation inequities. Where there are apparent inequities but no adjustment is proposed, the reasons therefore will be documented and justified to the Human Rights Commission in a statement.

D. *Employment Benefits.* Since employment benefits comprise a substantial portion of compensation, all possible steps will be taken to ensure that fringe benefits are available to all employees on an equal basis and without discrimination.

(1) Part-Time Status. The college distinguishes between two groups of part-time Faculty employees. One is comprised of persons whose association

with the college is expected to be continuing, who have rights to tenure, leaves, and who carry prorated responsibilities for committee work, advising, and similar institutional service. The college is committed to securing prorated fringe benefits for these part-time Faculty members. A second group includes Faculty and other personnel whose appointment is considered temporary or whose responsibilities to the college are clearly limited: persons in this group are not eligible for fringe benefits or tenure.

(2) Student employees are differentiated from other employees of the college by the limitations on their responsibilities and by the accommodation the college makes for them in terms of hours and vacations. They are not eligible for fringe benefits or remuneration proportionate to regular salaries, but their placement in jobs shall be made without restriction based on sex, race, color, creed, religion, national origin, or age.

(3) Maternity Leaves. It is recognized that existing policy for academic personnel provides for maternity leaves on a nondiscriminatory basis, i.e., it is granted on the same basis as leave for any other temporary disability. This policy shall be extended to all women employees, regardless of marital status. Further, the right of employees of either sex to leave for child-rearing purposes is expressly recognized on a nondiscriminatory basis.

E. *Nepotism*. Although it is recognized that college policy prohibits discrimination on the basis of family relationship insofar as the appointment of Faculty is concerned, this policy is hereby further defined to establish the following nepotism policy for the entire college.

(1) The best qualified persons will be recruited for all positions in the college regardless of family relationship.

(2) No college employee shall participate in institutional decisions involving the initial appointment or subsequent personnel decisions affecting the status of a relative. Alternative procedures for making such institutional decisions shall be developed to assure consideration based solely on merit.

(3) Family relationships shall not be used as a basis for denying rights, privileges, or benefits of regular appointment or regular job status.

F. *Reappointment, Tenure, and Promotion*. The college will examine the system for reaching decisions on reappointment, promotion, and tenure (including promotion to administrative positions) to ensure that it does not operate to discriminate against minority and women Faculty.

The college will move forthwith toward an equitable balance of minorities and women for all positions within the institution, beginning with a program to promote qualified minorities and women from within. Insofar as possible, higher level job openings will be filled by qualified minority and women candidates to achieve compliance with applicable goals and timetables as developed by the college Human Rights Commission. This commission will evaluate the employment status of women and minorities to determine whether inequities exist and to recommend their correction, where indicated.

The college will take all practicable steps to ensure that qualified minorities and women participate in decisions on promotion and tenure. Committees having jurisdiction in matters of reappointment, promotion, and tenure will include representation of minorities and women, wherever possible.

III. Other Internal Relationships

A further requisite of a sound policy of nondiscrimination and equal opportunity is its extension to every day working relationships among the members of the college community, academic and nonacademic.

Consideration of race, color, creed, religion, sex, family relationship, age, and national origin shall not be used by any employee of the college to discriminate against employee or student in the assignment of duties and responsibilities, access to the use of college equipment and facilities, or enjoyment of its benefits and services. The right of each student, Faculty member, or employee to an unbiased evaluation of his or her academic and nonacademic performance is specifically protected by this policy.

IV. The Kirkland Human Rights Commission

To institute and effect the Affirmative Action Program as soon as possible, the President will establish by November 30, 1973, a permanent Kirkland College Human Rights Commission, composed of five members chosen for their concern for better human relations and their willingness to work actively to achieve it. The commission will be comprised of 1 student, 2 Faculty members, 1 member of the professional staff, and 1 member of the clerical staff. The Dean of Academic Affairs or his/her representative will sit on the committee, *ex officio,* without vote. The commission will formulate its own rules of procedure. The Chairman of the Commission will be appointed by the President following selection of all members. Minority group members and women must form a majority in this commission. Voting members of the commission shall hold office for two-year terms except that two of those first selected shall be for one-year terms only.

Selection to the commission shall be as follows:

Student member — Presidential appointment. Initial term, one year; two years thereafter.

Faculty member — By election at large from the Faculty. Initial term, one year; two years thereafter.

Faculty member — Presidential appointment. Two year term.

Staff member (Senior) — Presidential appointment. Two year term.

Staff member (Clerical) — Election at large, by clerical staff. Two year term.

The commission will execute the duties described throughout this document. Additionally:

(1) The commission will oversee the Affirmative Action Program by periodically reviewing and analyzing the progress of affirmative action efforts, formulating and revising priorities, on issues relating to minorities and women.

(2) The commission will serve as a hearing agency for grievances pertaining to matters of discrimination and noncompliance with the Affirmative Action Program. Whenever possible it will seek to negotiate a settlement between the parties concerned. Its function, however, is not judicial. If difficulties do not yield to reasonable negotiation, the commission will advise the com-

plainant about further action which may be taken, including referral of the case to an appropriate state or federal agency.

(3) The commission will undertake periodic reviews of the Affirmative Action Program, evaluating its progress and making a report to the college administration and the community. This report will be public.

Since the adoption of the above policy statement, November 1, 1973, the Kirkland College Human Rights Commission has adopted a number of supplementary documents and operating procedures which are available as a matter of public record through the commission itself or through the Office of the President.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER AT KIRKLAND COLLEGE

The Kirkland College community is a self-governing academic enterprise incorporated within the terms of a charter from the Regents of the University of the State of New York. This charter places final responsibility for the community in the hands of the Board of Trustees of Kirkland College. The procedures and statements which follow are those which the board has approved and which they have instructed the President to institute in the event that the normal programs of the college are disrupted by a person or persons with or without membership in the community. They are published for the information of the community and all who come to the Kirkland campus and they are filed with the Regents and the Commissioner of Education in compliance with Chapter 191 of the Laws of 1969 of the State of New York. The fullest possible involvement in the final form of these Rules and Regulations will be sought during the coming academic year from every element of the Kirkland community. In the event of emendation, changes will be filed in accordance with the law.

I. While vigorously defending the right and practice of responsible dissent on or off campus, and while holding as one of its aims the institution of rational change when required within its community, the college will not tolerate behavior which has the effect of disrupting the normal educational and related administrative functioning of the institution, its Faculty, staff, and students.

Behavior shall be considered disruptive of the college's function when it:

a. blocks egress or exit from college facilities, be they buildings, classrooms, offices, or more general areas for activities,

b. renders such facilities unusable through obstruction, destruction, or harassment,

c. prevents any member of the community* or any other person properly present from participating in his or her normal activities on the campus,

d. creates a riot or threatens to do so, or

e. in any way willfully and substantially impedes the college's accepted purposes.

II. The President or his agent specifically designated for the purpose shall be empowered to declare when conduct, in any particular case, shall be considered to be so disruptive as to require the application of these Rules and Regulations. He shall, whenever possible, make such a decision in consultation with the widest available membership of the college community.

III. In the event it has been determined that disruptive behavior is taking place, the following procedures will be implemented:

a. As a matter of first priority, all participants in such disruptive behavior shall be informed when they are considered to be in violation of college regulations as defined in I, above. They shall, at the same time, be asked to cease their disruptive activity within a specified period of time and be told what the consequences of refusal would be. They shall also be invited to meet

immediately with the President or his agent at a specified area to discuss the reasons for the disruption.

b. On failure to respond to the above actions within the specified period, the President or his agent may invoke the temporary suspension of any student, Faculty, or staff member involved and (a) institute proceedings for criminal trespass against any visitor, licensee, etc., or (b) make application for a court order requiring the removal of all participants, or (c) take such other disciplinary or legal action as shall seem advisable to bring the specific incident to an immediate end. To the extent practicable, announcement of this fact shall be made to all participants together with the specification of a further brief interval at the end of which action shall be taken to bring about their removal or the cessation of their disruptive behavior.

c. A decent interval having elapsed, and no compliance being forthcoming, the President or his agent may request the removal of the offenders by Sheriff's officers or State Police.

d. Persons resisting removal by authorized officers of the law would be subject to arrest on those grounds.

Students so involved may be referred immediately to the duly constituted Committee on Student Life of the Kirkland Assembly with an administrative recommendation which may include suspension or permanent dismissal.

Faculty members so involved are subject to dismissal under the college's policies,as stated in the Kirkland College *Faculty Handbook,* which define disruptive behavior as nonfeasance of duty. Their right of review shall be assured by the same policy statement, and in the event that action for dismissal is instituted by the President and that the case is brought to appeal, the results of the deliberations of the Appeal Committee shall be forwarded directly to the Personnel Committee of the Board of Trustees for final action.

IV. Nothing herein shall be interpreted to limit or impair the right of the President or his agent in the event of grave emergency to request the assistance of local law enforcement agencies and to take such other action as he may deem necessary.

*This includes trustees, administration, Faculty, and students. For purposes of this document, "administration" shall be construed as referring to all nonacademic employees of the college.

1976–77 CALENDAR FOR KIRKLAND COLLEGE

September

6	Mon.	Labor Day
7	Tues.	New students arrive, 10 a.m.
7–9	Tues.–Thurs	New student orientation
9	Thurs.	Registration for new students. Returning students arrive. Rooms available beginning at 2 p.m. Food service begins with dinner
10	Fri.	Classes begin—all sequences, 20 minutes each. General matriculation for returning students
11–12	Sat.-Sun.	New student orientation resumes
12	Sun.	Kirkland Convocation, 2 p.m.
13	Mon.	Hamilton Convocation, 7 p.m.
20	Mon.	Last day to add a Kirkland course

October

1–2	Fri.-Sat.	Parents and Grandparents Weekend Parents Advisory Committee Meeting
8–9	Fri.-Sat.	Kirkland Alumnae Weekend Kirkland Alumnae Association Meeting Hamilton Class Reunions and Homecoming
15–16	Fri.-Sat.	Kirkland Board of Trustees Meeting Kirkland Associates Meeting
15	Fri.	Midterm Recess begins at close of classes
20	Wed.	Midterm Recess ends, 8 a.m.

November

8	Mon.	Last day to drop a Kirkland course without "WD" appearing on transcript
10	Wed.	Student deposit due for spring semester
11–18	Thurs.-Thurs.	Preregistration for Winter Study and spring semester
13–14	Sat.-Sun.	Hamilton Parents Weekend
23	Tues.	Thanksgiving Recess begins, 4 p.m. Dormitories closed
29	Mon.	Thanksgiving Recess ends, 8 a.m.

December		
10	Fri.	Last day of classes
11–14	Sat.-Tues.	Reading period
15–20	Wed.-Mon.	Hamilton final examinations
21	Tues.	Christmas Recess begins
22	Wed.	Dormitories close, 5 p.m.
January		
2	Sun.	Dormitories reopen, 12 noon
3	Mon.	Winter Study begins
26	Wed.	Winter Study ends
February		
4–5	Fri.-Sat.	Kirkland Board of Trustees Meeting
7	Mon.	Classes begin
16	Wed.	Last day to add a Kirkland course
March		
25	Fri.	Midterm Recess begins at close of classes
April		
1	Fri.	Student deposit due for fall semester
4	Mon.	Midterm Recess ends, 8 a.m. Last day to drop a Kirkland course without "WD" appearing on transcript
7–8	Thurs.-Fri.	Housing lottery
11–18	Mon.-Mon.	Preregistration for fall semester
29–30	Fri.-Sat.	Parents Advisory Committee Meeting
May		
6–7	Fri.-Sat.	Kirkland Board of Trustees Meeting
7	Sat.	Kirkland Alumnae Board Meeting
11	Wed.	Hamilton Class and Charter Day
13	Fri.	Classes end
14–17	Sat.-Tues.	Reading period
18–23	Wed.-Mon.	Hamilton final examinations
28	Sat.	Kirkland Commencement
29	Sun.	Hamilton Commencement

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